The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at The State Islamic Institute of Surakarta

THESIS

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for the Undergraduate Degree in English Language Education

By:

Endah Susaeni

SRN. 16.32.2.1.025

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGES FACULTY

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ADVISOR SHEET

Subject: Thesis of Endah Susaeni
SRN. 16.32.2.1.025

To:
The Dean of Cultures and Language Faculty
IAIN Surakarta
In Surakarta

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advises, here with, as the advisors, we state that the thesis of:

Name : Endah Susaeni

SRN : 16.32.2.1.025

Title : **The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at the State Islamic Institute of Surakarta**

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Undergraduate Degree in IAIN Surakarta.

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Surakarta, 12 October 2020
Advisor

Puput Arianto, M.Pd.
NIK. 199005142017011160

RATIFICATION

This is to certify the undergraduate thesis entitled "The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at The State Islamic Institute of Surakarta" by Endah Susaeni has been approved by The Board of Thesis Examiners as a requirements for gaining Undergraduate Degree in English Language Education.

Chairman	: **Furqon Edi Wibowo, M.Pd.** **NIK. 19890124 201701 1 128**	( )
Secretary	: **Puput Arianto, M.Pd.** **NIK. 19900514 201701 1 160**	( )
Main Examiner	: **Dr. Yusti Arini, M.Pd.** **NIP. 19750829 200312 2 001**	( )

Surakarta, October 2020

Approved by

The Dean of Cultures and Languages Faculty

Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My Parents, Sujarno and Susiarni
2. My little sisters, Hafari Fajria Nurul Ummah and Ayyatul Husna Azzahra
3. All my lecturers of IAIN Surakarta
4. My friends, who always support anything I do
5. My Almamater IAIN Surakarta

MOTTO

“AND HE FOUNDED YOU LOST AND GUIDED YOU”

(Qur’an, 93:7)

“I BELIEVE IN MYSELF MY BACK HURTS TO LET MY WINGS SPROUT”

-BTS WINGS-

“GREAT THINGS TAKE TIMES”

-Unknown-

PRONOUNCEMENT

Name : Endah Susaeni

SRN : 16.32.2.1.025

Study Program : English Language Education

Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled **The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at the State Islamic Institute of Surakarta** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 19th October 2020

Stated by,

Endah Susaeni

SRN. 16.32.2.1.025

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 19 October 2020

Sincerely,The Researcher

Endah Susaeni

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ABSTRACT

Endah Susaeni. 2020 The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at The State Islamic Institute of Surakarta.Thesis.English Language Education, Cultures and Languages Faculty.

Advisor: *Puput Arianto, M.Pd*
Keywords: *Technology Readiness Index, English Language Education Students, Industrial Revolution 4.0*

This research is aimed to investigate how is the English Language Education Students' readiness for the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta. The research design that used is a mixed-method which was done by conducting Quantitative in the first phase and then qualitative for the second phase.

The subject of this research was English Language Education students in the fifth semester. The researcher collected Quantitative data with questionnaire via Google forms. The questionnaire was designed and analyzed using the theory of Technology Readiness Index by Parasuraman (2000) which according to the theory the level of readiness in a person can be divided into three categories they are: Low, Medium and High. Meanwhile, Qualitative data was collected with an interview via WhatsApp. And then the data was analyzed using triangulation theory based on Thompson (1991) and Vankatesh (2003) Factors influenced the use of technology.

The result of the research showed that the fifth semester of English Language Education Student is in the level of medium technology readiness with a score of 3.16. With the details: 0.87 for Optimism; 0.76 for Innovativeness; 0.8 for Discomfort and 0.73 for Insecurity. This is showed that the student does have positive views on technology and less discomfort but there are still less innovativeness and insecurity in using technology. The researcher also found some that factors influenced student in using technology they are: Social factors, Affection, complexity or effort expectancy, task suitability, the long-run consequences or performance expectancy, and facilitating condition.

CHAPTER I

INTRODUCTION

In this chapter the researcher explained about background of the study, problem identification, problem limitation, objective of the study and benefit of the study.

A. Background of the Study

The Student will always experience the dynamics of change every time. As seen only for the last couple of years, the major change of regulation has been updated by the Minister of Education. It happens as an answer to the new world demands and concerning the investment for the sustainability of Indonesia's future education. The government seems to have given full attention to the quality improvement of a student in particular since they take an important role as the holders for the future progress of a nation. Also as a consideration, the government is responsible to ensure that every citizen is fulfilled upon their right to a good education.

The necessary adjustment which expected as soon as possible to endure the rapidly changing world is a student's competency. J Michael (2015:135) broadly viewed competence as the knowledge, skill, and attitudinal abilities required by an individual to perform a given job or task

effectively. According to that point of view, competencies indicated someone's expertise when they are dealing with their work. In other words, it is a result of what every student should have in order to be able to compete in the real world. According to Dunnette (1976:33) skills are knowledge gained and developed through training and experience by performing various tasks. In consequence, both government and educators have worked hard to prepared students in accordance with what competencies they need.

Unfortunately, the demands of a student's competencies and skills continue to change. The major advance of technology is one of the contributors responsible for current circumstances. Student 4.0 is a label for students as regards today's massive development. This term appears concerning the response to the needs of Industry 4.0 which in short is the current trend of automation and digitalization where smart machines work alongside human professionals. Aoun (2017) said that there are three new literacies in this Industrial Revolution Era they are (1) Data Literacy to manage the flow of big data (2) Technological literacy to know how the machine works and (3) Human literacy to function as a human being. In this case, the emergence of this new literacy can open up the possibility of changes in the learning system towards digitization.

English Language Education Students are also inseparable from the changes. Especially that they have a certain role for this remarkable technology integrated considering English as the lingua franca of the digital world. In another word, English is not only the language of communication, academia, and business but also the language of the Internet. Also as a higher education students, they are expected to be good and qualified human resources who are ready to compete in the real world. In this disruption era of digital and technological automation, the education world is responsible for preparing youth to be ready and competitive for the future employees of Industry 4.0. Therefore the educational management should change the focus on designed students to adopt real-world skills. Wagner and Wallner (2016) added what our students need is a structural overview in their field of study to be able to integrate the knowledge they are constantly acquiring. In other words, learners have to allow updating their skills for their entire life not just to know how to read and write.

Today we live in an era called Industrial Revolution 4.0. In general Prof Klaus Schwab, the founder and Executive Chairman of the World Economic Forum defines Industry 4.0 as the current transformation of the economy from an agricultural society to an Industrial society. This era is marked by the massive advancement of technology such as the Internet of

Things (IoT), robotics, virtual reality (VR), and artificial intelligence (AI). The current change does not rule out the possibility of having an impact on other fields including education. As long as the shifting of the Education system under technology-based learning, the challenges are real for students who will enter the world of work. The only choices for them at this time adopt or left behind. As we have experienced in the last decades has brought us technology-based innovations in the learning system which has developed in various forms such as computer-based learning, WEB-based learning (E-learning), computer-assisted learning (CAL), and multimedia-based learning. This learning system will undeniably bring another innovation in learning environment to meet student's needs. Regarding that issue the readiness of a student matters.

Identifying the readiness of students in using technology-based learning is important. As there are several factors that must be considered so that it will not cause perceptions about many difficulties that will be faced by users in the future. Especially in the State Islamic Institute of Surakarta which will rise to the level of a State Islamic University in a short period. This will make our institution has to prepare to reach a new standard in order to be equal and not be left behind by other State Islamic University. As the requirements of quick adaptation exist, first we need to know the preparation of a person within, so that the new technology-based

learning system will be useful and successfully applied without any obstacle. Therefore it will support the classroom learning process, most importantly also to fulfill the requirement of today's era.

Based on my pre-research with the representative lecturers from the English language Education they use technology in almost every class they teach. The technology varied from using the website, using applications such as Aegisubs, Ulead, Microsoft publisher until making an application and games. The reason is similar because they knew that student these days is closer and better in implementing technology than them so that they have to keep up with their student in order to be acceptable. The additional reason was that today's technology is so potential that it will only waste if not be utilized especially for educational purposes. They did have the same opinion that technology is very important for the education field. One of them said because somehow technology defines an era so that lecturers must have the skill of adaptation to find the connectivity of technology and teaching and learning activity so that it will benefit all. The other said that today is the era of technology demanded since everyone also uses technology on their daily basis so lecturers have to prepared students to introduce at least basic technology as a warm-up in order to improve their digital literacy.

From the pre-research within they also delivered their point of view regarding the improvement of technology use in our institution. They describe that our institution has enough advanced technology compared with some other institutions because every semester there was an update and upgrade on the latest use of technology to help teaching and learning activity. Even there was one special meeting that aims to share what technology to use at the beginning of a semester in order to bring new innovation. The representative lecturers also claim lecturers have already accustomed to using technology in their class.

The points mentioned above are directly proportional to the information from English Language Education Students. According to the pre-research conducted with several representative students, they admit that almost all of the learning provided by lecturers' uses technology. Also, they often found new technologies they have just tried. They found that technology is very useful for them in order to help them in the learning process. Especially in this time of era and circumstances that force them to only rely on technology. Students were basically not bothered by the idea of using technology in the teaching and learning process since they are accustomed to utilizing technology at an early age as a Z generation. The problem that matters was that sometimes they needed time to adapt and understand the new technology they never use before. But it does not rule

out the possibility if some of them might fail and even ended up unable to deal with it. Therefore they revealed that training still needed to be provided along with the other supporting factors had to be prepared both internally and externally to make sure that students totally is ready.

Based on the problems outlined and the result of a pre-research the researcher is curious to know the technology readiness index of English Language Education Students in using technology-based learning. This research can be said as new research conducted at The State Islamic Institute of Surakarta. Knowing the readiness level of a student is important to fulfill the competencies required of the Industrial Revolution 4.0 Era. Also, identify what is the factors influenced student in using technology for their learning activity. So the researcher is doing research entitled **"The Readiness of English Language Education Students for the Application of Technology to Face Industrial Revolution 4.0 Demands at The State Islamic Institute of Surakarta"**

B. Problem Identification

Based on the background of the study mention earlier, the problems that can be identifiable in this study are the urgent use of technology regarding to the demands of Industrial revolution 4.0, that is the teaching and learning system towards digitalization. Therefore the readiness of

higher education students is important regarding to the various factors that should be prepared in advance. In order to use a new technology the readiness of both Internal and external aspect should be well measured. Another important point arises is that there are factors influenced student's intention in using technology for their learning activity, this facors can be identified and prepared to be more anticipated in the future.

C. Problem Limitation

Problems related to the title above are very wide, they are not possible mentioned and resolved all at once. Hence, they need restrictions on the problem. It is necessary to avoid misunderstandings above the title interpretation as well as focusing problems so that the problem becomes clearly studied. The researcher limits the scope focusing on the issues below to measure the readiness of English Language Education Students on the application of technology-based learning. The level of readiness is measured according to the Technology Readiness Index model by Parasuraman (2000), there are four important components that can affect the level of user readiness in using and utilizing technology; optimism, innovativeness, discomfort, and insecurity. Second is to identify what is the factors influenced student in using technology for their learning activity It refers to a study by Thompson et al (1991) and Venkatesh (2003) they are: Social factors, Affection, complexity or effort expectancy, task suitability,

the long-run consequences or performance expectancy, and facilitating condition.

D. Problem Statement

Based on the research background and the problem identification explained before, the researchers formulate the problems as follows:

1. How is the English Language Education Students' readiness for the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta?
2. What are the factors influenced English Language Education Students' to the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta?

E. Objective of the Study

The aims of this study are to realize the readiness as a benchmark of this research thereby it is need to be clearly defined. There is several research objectives can be formulated as follows:

1. To investigate how is the English Language Education Students' readiness for the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta.

2. To identify and to describe what are the factors influenced English Language Education Students' to the application of to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta.

F. Benefit of the Study

The research expects two major benefits they are:

1. Theoretically, the result of this study is expected to open a discussion on students' readiness for the application of technology to face Industrial Revolution 4.0 demands in English teaching and learning process.
2. Practically;
   a. For lecturer

      The researcher hopes the lecturer will apply new knowledge gained and sufficient information about how important is technology to be used in classroom in this era of Industrial Revolution 4.0.

   b. For Student

      This research is expected as an input for students to be more aware about the technology used in the classroom.

   c. For School

The result of this study can give input to improve the quality of teaching learning process in applicating technology in the classroom.

d. For the other researcher

This research is expected to enrich further study and reference for the other researcher to conduct a linear research.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explained about (A) Theoritical Description; (1) Readiness (2) Technology Readiness Index (3) Basic Concept of Technology (4) Student 4.0 (5) Factor Influence the use of technology (B) Previous Related Study.

A. Theoritical Description

1. Readiness

Readiness is a competency where someone has enough readiness to do something Arikunto (2004). This means that readiness is a condition of someone ready to do something.

Yusnawati (2007) view readiness as a condition where someone has reached a certain stage or state of physical maturity, psychological, spiritual, and skill. She emphasized the ability of a person to reach a certain standard before they are said ready to do something.

Moreover, Slameto (2011) in his book "Belajar dan Faktor-Faktor yang Mempengaruhinya" reveals that Readiness is the overall condition of a person who makes them ready to respond or answer in a certain way to a situation.

Slameto adding a condition of someone ready at least including several aspects that affect readiness, they are:

a) Physical, mental, and emotional conditions.

b) Needs, purpose, and motives.

c) Skills, knowledge, and other understandings that have been learned.

Slameto also revealed the principles of readiness, they are:

a) All aspects of development interact (influence each other).

b) Physical and spiritual maturity is necessary to take advantage of experience.

c) Experiences have a positive influence on readiness.

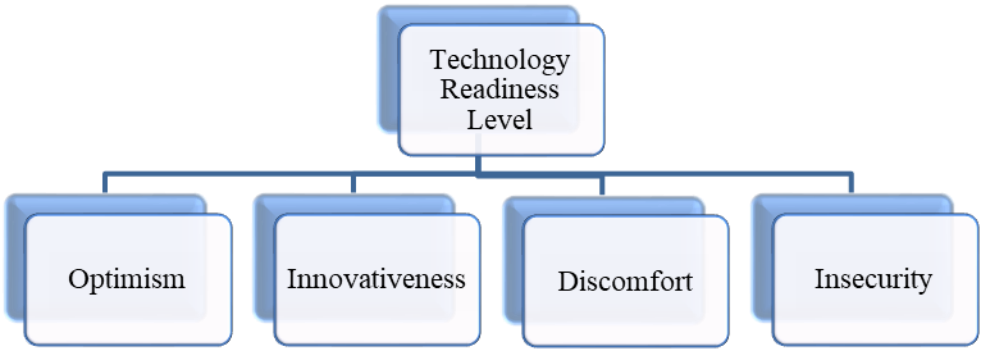
d) Basic readiness for certain activities formed in certain periods during the formation in the development period.

In conclusion, readiness is a condition of someone who prepared to do something. That person has to be someone who has reached a certain standard or skill. In every activity, readiness is needed so that success can be achieved. Readiness is also used in various aspects of life such as education, development, technology, agriculture, and others. In this research, readiness is used in aspects of technology and its use by students in university.

2. Technology Readiness Index (TRI)

(Parasuraman, 2000) in Hidayah (2018) Technology Readiness or level of readiness refers to a person's tendency to use and utilize new technology in achieving their goals both in their everyday life, and their work. Variables from the Technology Readiness Index (TRI) can be seen in the Figure 2.1 TRI below.

Table 2.1 TRI



According to Parasuraman (2000), there are four important components that can affect the level of user readiness in using and utilizing technology, namely:

a) Optimism

Positive views on technology are needed. Always believe that with technology can increase control, flexibility and efficiency in daily life and work life.

b) Innovativeness

There needs to be a tendency, nature and habits to be a pioneer in the use of the latest technology and be able to use technology that is constantly updated.

c) Discomfort

There is a sense of discomfort in the use of technology in daily life or the work life. The tendency is still to use traditional methods.

d) Insecurity

There is a sense of insecurity from users in using technology one of them is for personal reasons or privacy.

There are 3 categories in implementing the Technology Readiness Index developed by Parasuraman (2000) namely:

1) Low Technology Readiness

TRI is considered low if TRI score is equal or less than 2.89 ($TRI \leq 2.89$).

2) Medium Technology Readiness

TRI is considered to exist at the medium stage if TRI is between 2.90 to 3.51 TRI = (2.90 - 3.51).

3) High Technology Readiness

TRI can be said to be high if the TRI score is equal or above 3.51 (TRI > 3.51).

Technology Readiness Index (TRI) by Parasuraman (2000) studies the readiness of a person to use technology in their daily life or field of work. TRI claims that there are some factors that indicate someone to be stated as ready to use technology. The factors include positive and negative factors, the positive factors are optimism and innovativeness while the negative factors are discomfort and insecurity. The categories of ready in applying technology based on TRI are in the three levels; low technology readiness for the accumulation score in the range of less than or equal to 2.89 (TRI < 2.89); medium technology readiness for the accumulation score between 2.90 to 3.51 TRI = (2.90 - 3.51); high technology readiness with the score which equal or above 3.51 (TRI > 3.51).

3. Basic Concept of Technology

a. Definition of Technology

Technology applied in the teaching and learning process is known as Information Technology and Communication (ICT). The history of ICT includes two aspects namely Information technology and communication technology. Sutopo (2012) in his book "*Teknologi Informasi dan Komunikasi dalam Pendidikan*" describe that there are two aspects of Information Communication and Technology;

(1) Information Technology includes all matters relating to the process, the use as a tool, manipulation, and management of information. In the education field information technology in general aims to make students understand, recognize how to use the tools so that the students know where the information can be obtained and how to process and manage the information.

(2) Communication technology is everything related to the use of tools to process and transfer data from one device to another. Communication technology aims to make successful communication (communicative).

These two aspects are concepts that cannot be separated. Based on the definition of the two aspects above Information Communication and Technology can be described as a technology used to manage data

including; processing, obtaining, compiling, storing, and manipulating data in various way to produce quality information that is relevant and accurate used for personal, business and governmental purposes and is strategic information for decision making.

Another definition from the Ministry of Research and Technology Information Communication and Technology is a part of science and in general, the definition of ICT is a technology related to the collection, processing, storage, distribution, and presentation of information. Meanwhile, Rusman et al., (2011) define technology information and communication (ICT) as a medium for gaining knowledge between one people to another.

Based on some definitions above, information technology and communication can be interpreted as media to make it easier for students to learn. The media is in the form of technology such as computers. This media can collect, process, distribute, and presenting the information.

b. Component of ICT

Asmani (2011) Information and communication technology has several main components that support it. There are; computer (computer system), communication and skill of users.

1) Computer (Computer system)

Computers include hardware, software, and storage devices. Computer systems consist of computers, software, information, programming, human and communication.

2) Communication

Some communication facilities are often used including modems, multiplexers, concentrators, front processors, bridges, gateways and network cards.

3) Skill of users

Information Technology and Communication will be useful if the user knows what, when and how it is used optimally. It is needed so that the user knows how to solve problems and explore broad open opportunities.

As ICT defines as one of the science student should learn the ICT itself should fulfil the components exist within as describe above; computer systems (the tools) include hardware and software; communication include everything that can make computer connect one to another such as modems and networks

card; and the last is skill of users describe as how users understand how to use the tools in order to use it efficiently.

c. Types of ICT

Sutopo (2012) describe the types of ICTs commonly used in education as follows:

1) E-Learning

E-learning is often associated with higher education and training companies, e-learning actually input at all levels both formal and non-formal. Other parties prefer to use the term online learning. Web-based learning is a subset of learning refers to learning using a browser (Internet explorer, Mozilla Firefox, Opera, Netscape or Internet Explorer etc.)

2) Blended Learning

Blended Learning is a learning model that tries to combine several kinds of learning model that have existed. Along with the developments in Information and Communication Technology especially in network technology in the form of internet, generally learning models that are combine is face to face, offline learning and online learning.

Online learning model can be in the form of learning by using E-learning, web, Blogs and so on while offline learning can be in the form of learning using CD DVDs etc.

The general purpose of blended learning is to find a combination of effective learning models. In the end this learning models aims to achieve the effectiveness of learning.

3) Distance Learning

Distance learning is learning by using media that allows interaction between teachers and students in distance learning. In distance learning both t eacher and students are not directly face to face, learning activities can be possibly done with teacher and student in the different places can even be separated by a very long distances to make learning activities more easy.

4) Learning using computer

Computers are used in the various fields. In the field of education computers is a tool that helps student and teacher in accessing various educational materials at any time wherever it located. Teachers use computers the learning process in the class and students use computers to complete assignments and find learning resources on the internet.

Computers Assisted Instruction (CAI) has long be known by computers experts and education experts especially in the develop countries. Several other terms that are widely uses are CAL (Computer Aided Learning), CBI (Computer Based Instruction) and CMI (Computer Manage Instruction). Besides it use for the learning activities CBI is also used for non-teaching applications that support education such as processing data, recording the attendance of students and teachers, storing personal data archives and so on. In the CAI computer application is directly used in learning process as a substitute for a teacher or book.

The applications of computer for the educational purposes are:

a) Drill and practice – CAI replacing teacher to provide learning activities for students.
b) Tutorial – Computer system are used to convey teaching materials.
c) Simulation – used to study complex problems and is widely used in the field of transportation, biology, economy and others.
d) Game – Game is very popular for children and it can increase knowledge.

The application of computer to non-teaching activities that support educational purposes are:

a) Computer Assisted testing – The computer is used as a tool for a test
b) Computer Assisted guidance – The computers is used to find the information needed.
c) Computer managed Instruction – Computers are used to plan the lesson, evaluation and a monitor for student achievement.

The use of ICT today in the field of education can be state for two purposes they are; ICT for educational purposes or ICT to use directly by student that can be in the form of ICT-based learning model such as E-learning or web-based learning; Blended Learning or mixed learning method; Distance Learning or learning activities in a distance and learning using computers or learning that allows student use computer as a media. The second types are for non-educational purposes or ICT that support educational activities indirectly for instance as an academic business.

d. The Role of ICT

The development of the world causes many changes in various fields. In terms of education Information Technology and Communication (ICT) help facilitate teaching and learning activities. Some of the roles of ICT according to Hamzan and Nina (2010) in Siti (2015) the role of ICT in education includes:

1) ICT as a knowledge

This means that with ICT the source of knowledge obtained by students can be wider both the main knowledge they learn at schools and as supporting material in the learning process.

2) ICT as a learning tools

This means that the teaching and learning process is easier with the help of ICT and material can be presented to all students through ICT equipment such as multimedia and instructional media processed by computers such as posters, photos, displays and other graphic media.

3) ICT as an educational facility

In this case ICT as a means provided by the institution education, especially as a facility that supports the process of teaching and learning in school.

Based on the explanation above in today's era the role of ICT can support the educational purposes as knowledge to be obtained by student, as tools to support learning process and as educational facilities to facilitate learning activities

4. Student 4.0

Student 4.0 is a label for students as regards for today's massive development. This term appears concerning the response to the needs of Industry 4.0. Educational system need to concern the new literacy arise and 21st century skills to be adopted for their students.

According to Aoun (2017) there is a new literacy to be approved by educational system in this Era of Industrial Revolution the new literacies are digital literacy, technological literacy, and human literacy.

a) Digital literacy is directed at the goal of increasing the ability to read, analyze, and use information in the digital world.
b) Technological literacy aims to provide an understanding of how machines work and technology applications. Meanwhile,
c) Human literacy is directed at improving communication skills and mastery of design science.

Meanwhile Triling & Fadel (2009) defines 21st century skills as;

1. Life and Career Skills

a) Flexibility and adaptability

As we are in the great times of change especially in the rapid pace of technological it forces us all to adapt quickly to new ways of communicating, learning, working, and living. As students they are expected to have the ability to face change and be flexible in learning and activities in groups.

b) Initiative and self-direction

In this case students are expected to have the ability to manage their goals and time independently and become self-regulating learners.

c) Social and cross-cultural interaction

The ability to work effectively and creatively with team members and classmates regardless of differences in culture and style is an essential 21st century life skill. Therefore students are expected to have the ability to interact and work effectively with diverse groups.

d) Productivity and accountability

Learners are requires to have a skill of productivity and accountability these are the skills demands both in business field and

educational field. Therefore students are expected to be able to manage projects and produce products.

e) Leadership and responsibility

In this case students are expected to be able to lead their peers and be responsible to the wider community.

2. Learning and Innovation skills

There are three aspects of learning and innovation skills;

a) Critical thinking and problem solving

Critical thinking and problem solving are reflected to the basics of new 21st century learning. They are believe can be a stimulus to increases student motivation and improve learning outcome. Students are expected to be able to use a variety of reasons such as inductive or deductive for various situations using systematic thinking to make decisions and solve problems.

b) Communication and collaboration

The communication and collaboration is expected to be deeper than correct speech, fluent reading, and clear writing because the aim from this is that they can learn together with a group of people. Students are expected to be able to communicate clearly and collaborate with other group members.

c) Creativity and innovation

Creativity and innovation becomes a top list in the 21st century skills regarding to the demands of a future job that always seeking to a creative and innovative labor. Therefore as students they are expected to able to think creatively and work creatively.

3. Information Media and Technology Skills

a) Information literacy

It is require everyone's level of information literacy and fluency to be rise. As students they are expected to be able to access information effectively and efficiently evaluate information to be used critically and competently, use and manage information accurately and effectively to solve problems.

b) Media literacy

Media literacy is about how students make a choice in take a suitable for them to use in their learning activities in other word a students are able to choose and develop media used to communicate.

c) ICT literacy

As digital native students these days are expected to be able to analyze information media and create appropriate media for communication.

Based on the description above student 4.0 should have a quick adaptation to a new literacies that are digital literacy, technological literacy, and human literacy. Also should gain 21st century skills.

5. Factors Influence the use of Technology

Thompson (1991) porposed six factors influenced people to use Technology adopted by The Utilization Model Proposed by Triandis, 1980. They are;

a) Social factors

Social factors are the internalization of the subjective cultures of the group a certain interpersonal agreements that individuals make with others, in certain social situations. Subjective culture contains norms (norms), roles (roles), and values (value).

Social factors depart from the rules made by a group of people or organizations. These rules aim to bring benefits to every individual in it. If the rules are considered not breaking the norms, it will be accepted and followed. Bandura (1986) an individual's behavior is influenced by which they believe others will view them. Therefore Social factor can influence students' desire to use technology. This influence can be obtained from their lecturers, seniors, and friend.

b) Affect towards technology

Affection is a feeling on whether they are pleasant or unpleasant on using technology in their activities. The psychological condition of a person is influence on individual's intention on using technology. If student has a sense of affection for the use of technology they will make good use of the innovation, and vice versa. This feeling of comfortable and willingness in the use of technology matters, because the moment they feel good about it that is where they decide to use technology without compulsion from others.

c) Complexity

Complexity is the level of innovation that perceived as it is relatively difficult to understand and use. The more complex the innovation is, the lower the level of acceptance will be. The more students feel that technology is easy the more they believe to use it. The technology tools that are user friendly and do not require much effort is more likely to increase the behavioral intention to use ICT.

d) Task Suitability

The underlying reasons are a main point determined the individual actions. One of the reasons for taking advantage of information technology is task suitability. The understanding circumstances are if using technology can support the individual's job responsibilities, then he will be motivated to take advantage of technology.

e) The long-run consequences

The long-run consequences are measured from what the resulting output is has the impact for the future benefits. The benefits can be mentioned as increased flexibility in a job change or increase the opportunity for a better job. For some individuals,

the motivation to use technology information can be linked to future plans and not only to meet current needs.

The student do believes that using ICT tools will bring in gains in his academic career, extends to improving the students' performance, increase in understanding levels, and is a good ways to achieve high and efficient usage of technology. Performance expectancy is the strongest predictor to the intention if using technology.

f) Facilitating condition

Facilitating conditions is a big factor affect student in utilizing technology. The output of this is that they get organizational support to use technology they will feel that their particular behavior is easier to commit. So as a result they will not hesitate to use technology often, moreover if they find it really useful for helping their needs. The facilitating condition influenced by the institutional support, teachers and training has a significant relationship in which increasing student intention to use technology.

Meanwhile, the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh (2003) used four factors that influence to the intention to use technology, they are;

a) Performance Expectation

Performance Expectation is an expectation of the benefits of a technology is defined as the degree to which a person believes that using a system will help them gain or benefit.

b) Effort Expectancy

Effort Expectancy defined as the level of ease associated with using the system. If the system is easy to use, the effort that is done will not be too high, and vice versa, if the system is difficult to use a high effort is required to use it.

c) Social Influence

Social Influence defined as the extent to which an individual perceives the interests that are believed by other people who will influence them using the system.

d) Facilitating Condition

Facilitating Condition is defined as the extent to which a person believes that the organizational infrastructure and techniques are available to support the use of the system / technology.

B. Previous Related Study

Previous research included is an effort to compare between research that has been done before with research conducted by researcher also helps positioned the research. At the time this research was conducted there were several similar studies that the researcher consider relevant they are: First, previous research conducted by Reza Aditya in 2016. **"*Pengukuran Kesiapan Pengguna Terhadap Internet of Things Menggunakan Technology Readiness Index (TRI) (Study Kasus: Teknik Informatika Universitas Pasundan)*"**. This research was conducted to measure the user's readiness for the implementation of the Internet of Things. Research was conducted using the Technology Readiness Index by Parasuraman (2000). This research was conducted to the users of the Internet of Things like students, lecturers, and employees especially in Informatics Engineering, Pasundan University. Based on the results of the study it can be determined that the user's readiness for the application of the internet of things, in general is at a level of ready with the optimism and innovative index values a little better than the index of discomfort, and insecurity.

Second, another atudy is **"*Pengukuran Tingkat Kesiapan Penerapan E-Learning Menggunakan TRI (Technology Readiness Index), Studi Kasus: UIN SUSKA Riau*"** by Anggraini, Dedet Suryadi. This research aims to measure the readiness level of users towards new technology which is the

application of E-Learning. Based on the result of the study conducted to the whole member of education faculty they are in the level of Not Ready with 3.36 score.

Third, a study aims to measure the degree of readiness of e-Learning on Open and Distance Learning (ODL) was conducted by Merry Agustina A.Mutatkin Bakti from Bina Dharma University. This study entitle ***Pengukuran Tingkat Kesiapan E-Learning (E-Learning Readiness) Sebagai Media Pembelajaran Pada Implementasi Pendidikan Jarak Jauh (Studi Kasus Fakultas Ilmu Komputer Universitas Bina Darma)*** indicate that Bina Darma University is ready to deploy e-Learning (*ready go*) with an index of 4.3. E-Learning readiness measurement is applied on this study mapped using e-Learning readiness index Aydin & Tasci version with a scale of 1-5 based on variables faculty, students, staff and infrastructure.

Fourth, a study entitles "***Kesiapan Mahasiswa Pendidikan Matematika Menggunakan E-Learning dalam Menghadapi Era Revolusi Industri 4.0.***" Dewi Mardhiyana , Nur Baiti Nasution from Pekalongan University. This study aims to see the readiness of students of mathematics in the form of the use of technology as an answer of the demands of Industrial Revolution 4.0. The subject of this research is 80 mathematics students done by distributing questionnaires. And the result found that 33 student felt attracted, 37 students

found it difficult, and the others felt normal. Even so, students think it is necessary to do e-learning to improve capabilities in the field of technology.

Sixth, from the International research is a study done by Jinjin Lu and Janet Price from China University of Geosciences (Wuhan), Sanda University, Shanghai, China. Entitle Chinese Students' ICT Readiness for a Blended Teaching and Learning Environment. They conducted this research with the assumption that technology is a necessity for students as their provision in the real world. This research was carried out by assessing Chinese students studying in Australia by Australian academics. The result said that there are gaps between commencing Chinese students and Australian academics in a number of communication and digital interactive skillsets used in a blended learning environment.

Last, is a research entitle Higher Education Students' Perceived Readiness for Computer-Supported Collaborative Learning. Conducted by Khalifeh et al, the purpose of this research was to study the perceived readiness of higher education students for computer-supported collaborative learning (CSCL). The data was collected from 326 higher educations from a state university in Iran. The result of this study showed that the male participants demonstrated more online learning aptitude compared to females. Also the students with a personal computer, laptop, or tablet demonstrated higher levels of readiness for CSCL and online learning aptitude.

Based on previous studies, the researchers using a method developed by Parasuraman (2000) Technology Readiness Index. Technology Readiness Index measure a person's tendency to utilize new technology in achieving their goals both in their everyday life and their work, which is relevan to be use in this research. The differences is that the researcher will only focus on the measurement of Technology readiness for English Language Education Students additionally to face the demands of the Industrial Revolution 4.0 also broader analyze student factors on applying technology-based learning.

Below, the table describing the similarities and differences between my research and several previous studies, as follows:

Table. 2.2 The Similarities and Differences

No	Name	Title	Similarities	Differences
1.	Reza Aditya Patrawayu	***Pengukuran Kesiapan Pengguna Terhadap Internet of Things Menggunakan Technology***	• Using the same measurement of Technology Readiness Index by Parasuraman (2000). • The objective of	• The study was conducted to the larger users in one specific faculty while this research focuses on

		Readiness Index (TRI) (Study Kasus: Teknik Informatika Universitas Pasundan).	the research is to measure the technology readiness.	English Language Education Students only. • This is a quantitative research while the study done by the researcher is mixed research.
2.	Anggraini and Dedet Suryadi	***Pengukuran Tingkat Kesiapan Penerapan E-Learning Menggunakan TRI (Technology Readiness Index), Studi Kasus: UIN SUSKA Riau.***	• The objective of the research is to measure the technology readiness. • Using the same technique of collecting data that is questionnaire. • Using the same instrument from Parasuraman (2000)	• The study focus on the use of E-learning in the classroom or educational purposes.

			Technology Readiness Index.	
3.	Merry Agustina A.Mutatkin Bakti	***Pengukuran Tingkat Kesiapan E-Learning (E-Learning Readiness) Sebagai Media Pembelajaran Pada Implementasi Pendidikan Jarak Jauh (Studi Kasus Fakultas Ilmu Komputer Universitas Bina Darma)***	• The objective of the study is to measure the level of preparedness of lecturers.	• The study focus on the specific kind of technology-based learning that is E-learning as a media for the implementation of online distance learning (ODL). • Using the measurement of e-Learning readiness index Aydin & Tasci model.

4.	Dewi Mardhiyana , Nur Baiti Nasution	***Kesiapan Mahasiswa Pendidikan Matematika Menggunakan E-Learning dalam Menghadapi Era Revolusi Industri 4.0***	• The objective of the research is to measure the technology readiness of a student to face Industrial Revolution 4.0 • Using the same technique of collecting that is questionnaire to identify the readiness of a student • The subject is only a student	• The study focus on the specific kind of technology-based learning that is E-learning.
5.	Jinjin Lu and Janet Price	Chinese Students' ICT Readiness for a Blended Teaching and Learning Environment.	• The objective of the research is to know ICT readiness of a student	• The study focus on the specific field that is Blended Teaching and Learning Environment

6.	Khalifeh et al.	Higher Education Students' Perceived Readiness for Computer-Supported Collaborative Learning	• The objective of the research is to know ICT readiness of a student	• The study focus on the specific field that is Computer-Supported Collaborative Learning.

CHAPTER III

RESEARCH METODOLOGY

In this chapter, the researcher explained about (A) Research Design (B) Setting of Research (C) Population and Sample (D) Quantitative Phase (E) Qualitative Phase

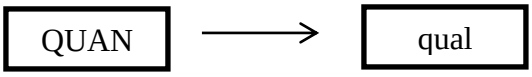
A. Research Design

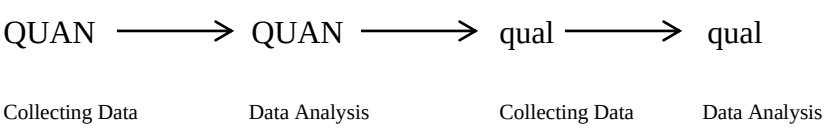
The type of research used in this research is a mixed method. The mixed-method is a research approach that combines or associates the quantitative method and qualitative method in one research. Sugiyono (2013) mixed method is a research method that combines quantitative and qualitative methods to be used together in research activity, in order to obtain more comprehensive, valid, reliable and objective data. It can be concluded that a mixed method is a research method that uses two different methods; quantitative and qualitative in order to obtain more complete and comprehensive data in research.

The design of this research uses Sequential Explanatory. Creswell (2016) Explanatory Strategy in mixed methods research is characterized by the collection and analysis of quantitative data in a

first phase followed by the collection and analysis of qualitative data in a second phase that builds on the result of initial quantitative.

The steps in the sequential explanatory design research can be seen below:





Cresswell et al (2016).

B. Subject of The Study

The subjects of the research are English Language Education Students in Fifth Semester at IAIN Surakarta for the academic year of 2020/2021.

C. Setting of The Research

1. Setting of Place

The research conducted at IAIN Surakarta which is located at Jl. Pandawa, Dusun IV, Pucangan, Kartasura, Sukoharjo regency, Central Java. The time of the study is carried out in the year 2020. The researcher chooses this place because The State Islamic institute is in the phase of raising the level of a State Islamic University in a short period. This will make our institution has to prepare to reach a new standard as the other State Islamic University.

Especially in identifying students' readiness in applying technology for their classroom activity, which most of them has applied it in the various form of technology-based learning. Thus giving rise to the initiation to study it deeper whether its use is optimal and in accordance with the demands of the current era.

2. Setting of Time

The researcher conducted this research for several months from March to October.

D. Quantitative Phase

Based on the research model that is Sequential Explanatory, quantitative research is done in the first phase. Therefore the first data was collected with questionnaire. The result of collected data from questionnaire aims to measure the readiness of students in using technology-based learning.

1. Population

The population is the whole number of people or inhabitants in an environment. In this study the population are all English Languagr Education in the fifth semester at the academic year of 2020/2021 with the details of 292 students within 8 classes from Class A to H studied at IAIN Surakarta.

2. Sample

Sample is part of the characteristics and number of the population (Sugiyono, 2015). According to Cohen et al (2007) the larger the number of samples, the better, but Roscoe in Sugiyono (2012) suggests that the sample size for proper research is between 30 and 500. So in this research the size of the sample is over one hundred which is 138 student of English Language Education in the fifth semester at the academic year of 2020/2021.

3. Sampling technique

The sampling technique use in this research is Proportionate random sampling that is taking the homogeneous sample in the proportionate amount (Sugiyono, 2015). In this case the researcher took the sample of 138 English Language Education Students (Fifth Semester) from A class to H class with an equal number of each class.

4. Technique of Collecting the Data

a. Questionnaire

According to Sugiyono (2015) the questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered. Furthermore he said that the questionnaire is an efficient data collection technique if researchers

know for certain variables to be measured and know what can be expected from respondents.

There are two kinds of question's structure in the questionnaire according to Sugiyono (2015); (a) Closed Question which is only allows respondents to fit a pre decided category. This kind of question normally restricted the option into few options for example 'Yes' or 'No'. Closed-ended question will help the respondent to answer the question faster and make the process of analyzing collected data easier. (b) Open Question allow respondent to answer the question based on their own words. It is usually works for the researcher who needs depth information from respondents. Open-ended question let the respondent to write down their answer in an essay form.

In this study the researcher uses a close-ended questionnaire. The pre decided options for each question are arranged on a 1-5 Likert Scale. The Questionnaire is based on the Parasuraman Technology Readiness Index (2000) model referring to four factors; the positive question; Optimism & Innovativeness and the negative question Discomfort & Insecurity. The questionnaire has been adjusted so that it can be used in this research.

The results of the questionnaire calculations can provide results in the form of evaluations for the continued application of technology. TRI scores that have been known was evaluated which factors are still weak or that are ready in the application of technology. This Technology Readiness Index is used because it is in accordance with current research a condition which wants to measure the level of readiness of technology adoption by English Language Education Students in teaching and learning activity this TRI is suitable because it does not require access to deep information to the strategic leaders of an organization, but only for related people.

Variables from this research will be described in the table 3.1 of Definition of a variable below.

Table 3.1 Blueprint of a Questionnaire

Variable	Factors	Definition	Number of items

Technology Readiness	Optimism (OPT)	Positive views on technology are needed. Always believe that with technology, it can increase control, flexibility and efficiency in daily life and in the workplace.	1,3,30,32,7, 34,9,35,10,36, 12,37,13,15,16
	Innovativeness (INN)	There needs to be a tendency, nature and habits to be a pioneer in the use of the latest technology and can use technology that is constantly updated.	18,20,22,5,26 23,39,25,40,41 27
	Discomfort (DIS)	There is a sense of discomfort in the use of technology in the daily life or workplace. The tendency is still to use a	2,14,42,4,31 6,33,8,11

		conventional method.	
	Insecurity (INS)	There is a sense of insecurity from users in using technology one of them is for personal reason or privacy.	38,17,19,21,24, 28, 29

5. Instrument Validity and Reliability

a. Validity

Validity is an index to shows that the measuring instrument is suitable to measures what is being measured. In this study the validity test used was the construct validity using the judgment of experts. According to Sugiyono (2015) After the Instrument is constructed with the aspects measured using certain theories it will be consulted with experts. Furthermore, experts can make decisions that; instruments can be used without revision, with revision or maybe totally changed. The judgment experts are used as a basis for designing the instrument.

After that, the instrument test is carried out, and then the construct validity is done by correlating the score of each statement with the total score of the item in question using the Pearson correlation product moment. Validity test is calculated using SPSS 26. The correlateon product moment formula to determine the validity of each item is as follows:

$$rXY = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$ ..... Arikunto (2013: 87)

Where rXY = Product moment coefficient of correlation between X and Y variables. Furthermore, the calculated r_{value} is compared with the r_{table}. If the calculated r_{value} is greater than r_{table} then the item in question is valid and the otherwise.

Based on content validity Pearson Correlation Product moment there are 44 questions valid from a total 72 questions that is mean 28 questions are invalid. The r_{value} from 56 students as a respondent with a level of significance of 5% is amount 0,266.

The detail of it can be seen in the appendices no 1.

b. Reliability

Reliability conducted to see the consistency of the data taken using a questionnaire. Sugiyono (2015) Reliability test is the extent to which

the results of measurements using the same object will produce the same data. So basically, reliability is an index that shows a reliable measuring device that will produce the same results whether the research is done twice or more to the same facts, using the same measurement tools.

Reliability test in this study uses the Cronbach Alpha formula. Reliability test is calculated using SPSS. The Cronbach Alpha formula to determine reliability of each item is as follows:

$$r11 = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma_{b^2}}{\sigma_{t^2}}\right]$$

Where:

r11	:	Coefficient reliability
k	:	Number of items
$\sum \sigma_{b^2}$	:	Number of variant items
σ_{t^2}	:	Number of total variant

To find out whether the instrument is reliable or not in the SPSS Cronbach's Alpha reliability calculation the score of Cronbach's Alpha need to be compared with the score of *Cronbach's Alpha if item deleted.* Reliability test result with Cronbach alpha more than 0.5 is Reliable (Cronbach's alpha > 0.5 = Reliable).

In this study the Cronbach alpha coefficient of the research data shows the number of 0.814 which means the data is reliable and can be used for research.

Table 3.2 reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.814	72

The table shows if as many as 72 statements distributed to respondents and with the data obtained it is proven that the data is reliable.

The item-total statistics can be seen in the appendices no 2.

6. Technique of Data Analysis

After the data has been collected, the data was analyzed using the Technology Readiness Index (TRI) model by Parasuraman (2000). The grading scores used for each question are 5, 4, 3, 2, and 1. After the assessment sheet is filled in by the respondent, the TRI calculation can be applied.

The TRI calculating method begin with taken the mean value of each questionnaire multiplied by the value of the statement, which is each variable has 25% value of total. The value of total is then divided by the number of statements from each variable. After getting the value of each statement, the mean value of the statement is multiplied by the value of each statement in order to get the total score of each statement. The variable score is obtained from the total number of statement scores in that variable. The TRI total score is obtained from the sum of the values of all variables. The process of The TRI calculating method of each variable can be seen from the equation below;

$$\text{Value of statement} = \frac{25\%}{\sum Statement\ of\ variable}$$

$$\text{Statement Score} = \frac{\sum (total\ answer \times answer\ score)}{n\ (respondent)} \times value\ of\ statement$$

$$\text{Variable Score} = \sum statement\ score$$

$$\text{TRI Score} = \sum Variable\ score$$

The three categories of readiness level after the TRI calculation has been obtained according to Parasuraman (2000) is as follows:

1. Low Technology Readiness

   TRI is considered low if TRI score is equal or less than 2.89 (TRI $\leq$ 2.89).

2. Medium Technology Readiness

   TRI is considered to exist at the medium stage if TRI is between 2.90 to 3.51

   TRI = (2.90 - 3.51).

3. High Technology Readiness

   TRI can be said to be high if the TRI score is equal or above 3.51

   (TRI > 3.51)

E. Qualitative Phase

Qualitative research is done after the first phase, the purpose of qualitative research are to prove, deepen, broaden or complete the picture obtained from quantitative data analysis by systematically describing words in sentences. The qualitative data will be collected using Interview. The aim of the interview is to gain the information of what factors influenced English Language Education Students' to the application of technology.

1. Data Source

According to Moleong (1995) the main source of the data in qualitative research is word and the actions, and other things are as the additional data like documents and many others.

In this research the source of data is:

a. Informant

The informants are as a respondent or people that can give details information to the research. The informant of this research is English Language Education Students at The State Islamic Institute of Surakarta.

2. Technique of Collecting the Data

a. Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties; the interviewer who asks questions and is interviewed that gives the answer to that question Meleong (2010) the main characteristic of interviews is direct contact face to face between information seekers and information sources. In the interview various questions have been prepared.

Through this interview the researcher can get data, information, and a description framework of the research subjects. The interviewees in this research will be English Language Education Students in The State Islamic Institute of Surakarta with the questions about factors influence the use of technology.

The Interview was structured interview. According to Sugiyono (2015) structured interview are used as a data collection technique, if the researcher knows exactly what information will be obtained. Therefore, in conducting interviews the researcher has prepared a research instrument in the form of alternative written questions.

3. Sampling technique

The sampling technique most often used in qualitative research is purposive sampling. According to Sugiyono (2015:219) purposive sampling is a data collection technique with certain considerations. Purposive sampling is not emphasized on numbers but rather emphasizes the quality of understanding on the problem under study. Therefore the researcher does not determine the number of samples but determined the number of informants to be interviewed in order to obtain information about the problem under study

In determining the number of informants researchers used the Snow Ball technique. The researcher first went to the key informant who was

considered to know about the subject being researched and mastered the necessary data. After that the researcher can obtained another informant until the information needed is fulfilled so that the number of informants can increased over time until the data collected reach its redundancy.

As Lincoln and Guba (1985) in Sugiyono (2015:219) said There are 4 characteristics of purposive sampling; 1) emergent sampling design 2) serial selection of sample units 3) continues adjustment or focusing of the sample 4) selection to the point of redundancy.

4. Technique of Data Analysis

Technique of data analysis the researcher used is based on Miles and Huberman Model. Sugiyono (2015) the activities done in this data analysis model are; data reduction, data display and conclusion.

a. Data Reduction

Reducing data means summarizing, choosing the mains points, focusing on important things in looking for the pattern and removing the unnecessary. Thus, the reduced data will provide the clearer picture and make it easier for researcher to do further data collection and look for it if necessary.

b. Data Display

Data Display is a series of information organizations that enables the conclusion of research to be presented. Data id

intended to find meaningful patterns and to provide the possibility of drawing conclusion and providing action.

c. Conclusion

After data display the next step is conclusion drawing. Conclusion made based on the reduction of data which is the answer to the problem raised in the research. The initial conclusion raised are still temporary and will change if there is no strong supporting evidence found at the next data collection stage, but if the conclusions raised at the initial stage are supported by valid and consistent evidence when researchers return to the field to collect data, the conclusions presented are credible conclusions.

5. Trustworthiness

Data that has been successfully extracted, collected and recorded in research activities must be maintained for its reliability and accuracy. Therefore, every researcher must be able to choose and determine the right ways to develop the validity of the data he gets. According to Patton in the book Lexy Moleong (2004: 330), said that Triangulation is a technique of checking the validity of data that uses something other than the data for checking purposes or as a comparison of the data. There are several kinds of data triangulation according to Denzin in

Lexy Moleong (2004: 330), by utilizing the use of sources, methods, investigators and theories. The explanations will be present below:

a) Triangulation by using the resources, this triangulation compares and rechecks the degree of validation within information obtained through different sources in qualitative methods.
b) Triangulation by using method, this triangulation tests the credibility of the data by checking the data to the same source with different techniques and analyse them by the same method.
c) Triangulation by using investigator means to recheck the credibility of the data by his own research or other researcher.
d) The last techniques used is triangulation by using theory, this triangulation is based on the assumption that certain facts cannot be checked for the degree of confidence by one or more theories but it can be done, in this case it is called an appeal explanation.

In this research, the researcher used triangulation by using theory which the researcher will examine the data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research finding and discusses the answer of the research problems that have been formulated before in problem statement on chapter 1. Here, research finding focused on (1) How is the English Language Education Students' readiness for the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta (2) What are the factors influenced English Language Education Students' to the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta.

A. Research Finding

This chapter presents the research finding. The purpose is to answer the research problems in the first chapter. There are two objectives in this research,1) To investigate how is the English Language Education Students' readiness for the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta. 2) To identify and to describe what factors influenced English Language Education Students' to the application of technology to face Industrial Revolution 4.0 demands at The State Islamic Institute of Surakarta.

1. The Result of Quantitative Phase

a. Technology Readiness Index

Research findings concerning problem question number one The findings will include the result of a questionnaire regarding the readiness level of English Language Education Students in applying technology-based learning. TRI result analysis was conducted to analyze the data that has been taken by the researcher from the respondents to further answer the research questions. The data from the questionnaire statements are grouped based on 4 research indicators so that the overall value of the indicators can be obtained. Appendix no 3 is a tabulation of the results of questionnaires distributed by the researcher in obtaining data for research.

The TRI calculating method begins with taken the mean value of each questionnaire multiplied by the value of the statement, which is each variable has 25% value of total. The value of the total is then divided by the number of statements from each indicator. After getting the value of each statement, the mean value of the statement is multiplied by the total value of each statement in order to get the total score of each statement. The indicator score is obtained from the total

number of statement scores in that indicator. The TRI total score is obtained from the sum of the values of all indicators.

The table of a total value for each indicator can be seen below;4.1 Table of a total value for Optimism

	Statement	Score		f x n	Mean	Value of total	Total score
		f	n				
Optimism	1	1	0	0	4.45	1.7%	0.07
		2	1	2			
		3	3	9			
		4	69	279			
		5	65	325			
	Sum		138	615			
	2	1	0	0	3.5	1.7%	0.06
		2	22	44			
		3	38	114			
		4	67	268			
		5	11	55			
	Sum		138	481			
	3	1	0	0			

		2	28	56	3.31	1.7%	0.05
		3	50	150			
		4	49	196			
		5	11	55			
	Sum		138	457			
	4	1	0	0	3.73	1.7%	0.06
		2	9	18			
		3	36	108			
		4	75	300			
		5	18	90			
	Sum		138	516			
	5	1	6	6	2.98	1.7%	0.05
		2	38	76			
		3	50	150			
		4	40	160			
		5	4	20			
	Sum		138	412			
	6	1	0	0			
		2	10	20			

		3	23	69	3.86	1.7%	0.06
		4	81	324			
		5	24	120			
	Sum		138	533			
	7	1	0	0			
		2	8	16			
		3	19	57	3.95	1.7%	0.06
		4	82	328			
		5	29	145			
	Sum		138	546			
	8	1	0	0			
		2	0	0			
		3	2	6	4.60	1.7%	0.07
		4	51	204			
		5	85	425			
	Sum		138	635			
	9	1	0	0			
		2	24	48			
		3	66	132	2.73	1.7%	0.04

		4	42	168			
		5	6	30			
	Sum		138	378			
	10	1	0	0			
		2	11	22			
		3	18	54	4.00	1.7%	0.07
		4	68	272			
		5	41	205			
	Sum		138	553			
	11	1	0	0			
		2	6	12			
		3	41	123	3.73	1.7%	0.06
		4	75	300			
		5	16	80			
	Sum		138	515			
	12	1	0	0			
		2	20	40			
		3	63	189	3.32	1.7%	0.05
		4	45	180			

		5	10	50			
	Sum		138	459			
	13	1	0	0	2.56	1.7%	0.04
		2	8	16			
		3	32	64			
		4	72	144			
		5	26	130			
	Sum		138	354			
	14	1	0	0	4.11	1.7%	0.06
		2	2	4			
		3	15	45			
		4	86	344			
		5	35	175			
	Sum		138	568			
	15	1	0	0	4.3	1.7%	0.07
		2	0	0			
		3	9	27			
		4	78	312			
		5	51	255			

	Sum		138	594			
	Sum Total score of Optimism						**0.87**

f = frequency

n = total respondent

It can be seen from the table above that the largest contribution is 0.7 that is in statement numbers 1, 8, 10, 15. Statement number 1 “Technology makes it easier for me to control the tasks I do” shows that students agree that technology will make them easier to control the tasks they do. Regarding technology in learning activities, it can control student’s tasks or homework that was previously done manually can now be done automatically by computers. Sharing files, submitting works, online classes, and so on can be done effectively with the use of technology.

The total value of the optimism that reaches 0.87 shows that the optimism score gives the largest contribution to the total value of TRI. This shows that the fifth semester of English Language Education Students has an optimistic view of the use and adoption of technology in their learning activities.

4.2 Table of a total value for Innovativeness

	Statement	Score		f x n	Mean	Value of total	Total score
		f	n				
Innovativeness	1	1	0	0	2.91	2.27%	0.06
		2	13	26			
		3	43	129			
		4	63	252			
		5	19	95			
	Sum		138	502			
	2	1	0	0	2.90	2.27%	0.06
		2	49	98			
		3	65	195			
		4	12	48			
		5	12	60			
	Sum		138	401			
	3	1	0	0	3.56	2.27%	0.08
		2	11	22			
		3	50	150			

		4	65	260			
		5	12	60			
	Sum		138	492			
	4	1	0	0			
		2	11	22			
		3	43	129	3.62	2.27%	0.08
		4	71	284			
		5	13	65			
	Sum		138	500			
	5	1	0	0			
		2	13	26			
		3	56	168	3.50	2.27%	0.07
		4	55	220			
		5	14	70			
	Sum		138	484			
	6	1	0	0			
		2	31	62			
		3	56	168	3.25	2.27%	0.07
		4	36	144			

		5	15	75			
	Sum		138	449			
	7	1	0	0			
		2	42	84			
		3	55	165	3.07	2.50%	0.07
		4	29	116			
		5	12	60			
	Sum		138	425			
	8	1	0	0			
		2	13	26			
		3	41	123	3.62	2.27%	0.08
		4	69	276			
		5	15	75			
	Sum		138	500			
	9	1	0	0			
		2	12	24			
		3	51	153	3.52	2.27%	0.07
		4	66	264			
		5	9	45			

	Sum		138	486			
	10	1	32	32	2.42	2.27%	0.05
		2	43	86			
		3	42	126			
		4	15	60			
		5	6	30			
	Sum		138	334			
	11	1	0	0	3.34	2.27%	0.07
		2	17	34			
		3	69	207			
		4	39	156			
		5	13	65			
	Sum		138	462			
	Sum total score of Innovativeness						**0.76**

The table above shows the innovativeness value of English Language Education students. Although it seems that each score of a statement are relatively average but turns out that the factor of innovativeness contributed to the second-

lowest score of a total TRI. Let take an example on statement number 10 which happens to be the lowest score of the statement. “I love the advanced learning technology” It shows that even students believe that technology will bring a positive impact on them but, they still hesitating in using advanced technology in their learning activities. This could be due to several problems one of them is the technical use of new technology where sometimes they still need time to understand the use of new technology especially if the technology is the most advanced technology existed at the moment.

The total score of innovativeness contributes to the total value of TRI which shows 0.76 which is the contribution is not too significant if you look at the optimism contribution.4.3 Table of a total value for Discomfort

	Statement	Score		f x n	Mean	Value of total	Total Score
		f	n				
	1	1	8	8			
		2	34	68			
		3	54	162	2.96	2.78%	0.08
		4	39	156			
		5	3	15			
	Sum		138	409			

Discomfort	2	1	6	6	3.13	2.78%	0.08
		2	32	64			
		3	40	120			
		4	57	228			
		5	3	15			
	Sum		138	433			
	3	1	6	6	3.94	2.78%	0.10
		2	5	10			
		3	9	27			
		4	88	352			
		5	30	150			
	Sum		138	545			
	4	1	4	4	3.64	2.78%	0.10
		2	12	24			
		3	33	99			
		4	69	276			
		5	20	100			
	Sum		138	503			
	5	1	57	57			

		2	57	114	1.86	2.78%	0.05
		3	12	36			
		4	9	36			
		5	3	15			
	Sum		138	258			
	6	1	15	15	3.36	2.78%	0.09
		2	23	46			
		3	48	192			
		4	49	196			
		5	3	15			
	Sum		138	464			
	7	1	0	0	3.81	2.78%	0.10
		2	5	10			
		3	41	123			
		4	66	264			
		5	26	130			
	Sum		138	527			
	8	1	0	0			
		2	11	22			

		3	49	147	3.68	2.78%	0.10
		4	50	200			
		5	28	140			
	Sum		138	509			
	9	1	0	0			
		2	6	12			
		3	41	123	3.73	2.78%	0.10
		4	75	300			
		5	16	80			
	Sum		138	515			
	Sum total score of discomfort						**0.8**

The discomfort value is the value that has been reversed coding previously because it contains a negative statement. After doing reverse coding the way to read the statement can be tricky. But if it is seen from the statement that has the highest value, for example, statement number 9 “Technology can make my work complicated” 59.6% of respondents vote for “disagree” and 23.2% vote for strongly disagree. This is means that Most of the English Language Education Students think otherwise that technology helps them in their learning activities.

4.4 Table of a total value for Insecurity

	Statement	Score		f x n	Mean	Value of total	Total score
		f	n				
Insecurity	1	1	15	15	2.84	3.57%	0.10
		2	36	72			
		3	45	135			
		4	40	160			
		5	2	10			
	Sum		138	392			
	2	1	9	9	2.91	3.57%	0.10
		2	37	74			
		3	53	159			
		4	35	140			
		5	4	20			
	Sum		138	402			
	3	1	29	29	2.52	3.57%	0.08
		2	42	84			
		3	35	105			

		4	30	120			
		5	2	10			
	Sum		138	348			
	4	1	33	33			
		2	73	146			
		3	25	75	2.05	3.57%	0.07
		4	6	24			
		5	1	5			
	Sum		138	283			
	5	1	9	9			
		2	38	76			
		3	38	114	3.03	3.57%	0.10
		4	45	180			
		5	8	40			
	Sum		138	419			
	6	1	1	1			
		2	9	18			
		3	28	84	3.81	3.57%	0.13
		4	76	304			

		5	24	120			
	Sum		138	527			
	7	1	0	0			
		2	0	0			
		3	9	27	4.30	3.57%	0.15
		4	78	312			
		5	51	255			
	Sum		138	594			
	Total Score of Insecurity						**0.73**

Table 4.5 shows the total calculation of the insecurity score with 0.73 which is the lowest score among others. The statement that contributes the lowest score to the total score of insecurity is statement number 4 “I feel uncomfortable having to study online” Shows there is still a feeling of insecurity student’s face when they have to do classes online.

Table 4.6 statistical conclusion of Technology Readiness Index

Indicator	Score
Optimism	0.87
Innovativeness	0.76
Discomfort	0.8
Insecurity	0.73
Total Score of Technology Readiness Index	**3.16**

The table shows the statistics from the questionnaires that have been grouped into each research indicator. These four factors influence the value of TRI. The total value of the TRI itself is derived from the total value of these indicators.

The value of optimism gives the largest contribution to the total score of TRI, with a score of 0.87. This shows that actually, the students of the English Language Education have a positive view of technology. They believe that technology can have a positive effect especially to support their learning activities.

The value of discomfort is relatively high with a score of 0.8 it is proven that after all English Language Education Students do not have a sense of discomfort while utilizing technology to support their learning activities.

The value of innovativeness provides a score of 0.76 the second-lowest score among 3 others. This shows that even though English Language Education Students have a positive view of technology, and have innovativeness in using technology they are still feeling discomfort in using technology for their learning activities.

Despite the fact that 3 factors explain before, actually, there should be any particular intention to the factor of Insecurity with a score of 0.73 which is the lowest score contributed to the total of TRI. This value shows that English Language Education Students still have a sense of anxiety and insecurity when they have to do their business online.

After the process of assessing the total value of each questionnaire statement and then getting the total value of each TRI supporting indicator, the total score for the Technology Readiness Index of the 5th semester English Language Education Students in technology adoption is 3.16.

Parasuraman categorizes 3 levels of readiness which can reflect the levels of readiness in individuals or groups. According to Parasuraman (2000) the 3 categories of the Technology Readiness Index are:

1) Low Technology Readiness

TRI is considered low if TRI score is equal or less than 2.89 (TRI $\leq$ 2.89).

2) Medium Technology Readiness

TRI is considered to exist at the medium stage if TRI is between **2.90 to 3.51 TRI = (2.90 - 3.51).**

3) High Technology Readiness

TRI can be said to be high if the TRI score is equal or above 3.51 (TRI > 3.51).

As seen from the categorization, the 5th semester of English Language Education Students has a medium level of readiness in technology adoption with a score of **3.16.** Because it is in the range of 2.90 to 3.51 this happens because the score of their innovativeness and insecurity are still relatively low.

2. The Result of Qualitative Phase

a. Factor Influencing the use of Technology

Research findings concerning problem questions number two. The findings will include the factors that influenced English Language Education Students in using Technology. In the cases when they are dealing with their homework, learning activities, and others regarding the need for their academic activities. The findings include the factors that influenced English Language Education Students in using Technology are as follows:

1) Social Factor

Social factors departs from the rules made by a group of people or organizations. These rules aim to bring benefits to every individual in it. If the rules are considered not breaking the norms, it will be accepted and followed. This influence can be obtained from their lecturers, seniors, and friend. Based on the interview with 4 English Language Education Students most of them said that they use technology because of the demands of their lecturers.

M.W: *"Alasannya ya, untuk mempermudah aja sih sebenernya mba, sama tuntutan dari dosen kan dosennya menuntut memakai aplikasi tertentu misalnya…"*

(Interview with M.W on 22 September 2020)

N.N: *"Karena situasi yang memaksa kita dalam pembelajaran saat ini maka teknologi dimanfaatkan untuk media pembelajaran, terus karena kita dituntut untuk menguasai teknologi tersebut maka dapat meningkatkan kemampuan kita dalam menggunakan berbagai teknologi.*

(Interview with N.N on 22 September 2020)

The social factor influence English Language Education Students is when their lecturers require them to use certain technology to support the learning process. This is what causes students to use technology.

2) Affect toward technology

Affection is a feeling about whether they are pleasant or unpleasant about using technology in their activities. Based on the interview with M.W she said that she pleasantly use technology to help her improve her language skill as an English Language Education Students.

M.W: *Pernah mbak, contohnya pas pakai aplikasi-aplikasi pembelajaran bahasa kaya aplikasi namanya cake dan lain-lain. Karena sebagai mahasiswa jurusan bahasa inggris kita punya kewajiban untuk mengasah kemampuan bahasa makanya saya memilih memakai bantuan dari aplikasi karena lebih nyaman aja, kerasa kebantu mudah, efektif, dan efisien.*
(Interview with M.W on 22 September 2020)

A sense of comfort and being helped is what is called affection. In this case, English Language Education Students begin to feel this way, So that the intention of using technology is to appear.

3) Complexity / Effort expectancy

Complexity has the same meaning as effort expectancy is the level of innovation that perceived as it is relatively difficult to understand and use. The more complex the innovation is, the lower the level of acceptance will be. Based on the personal experience of some respondents they often feel tired of using a complex technology even they say that they often needed sometimes to understand how the technology works before they finally figure it out.

N.N: *"Kalau kesulitan dalam menggunakan teknologi itu ada sih, pas di semester 4 karena kita baru pertama kali dan masih awam*

dengan yang namanya aplikasi zoom kita kesulitan untuk mengoperasikan nya seperti kita kesulitan untuk mendengarkan apa yang disampaikan oleh dosennya ternyata itu adalah kesalahan teknis di mana kita belum join audionya. Itu sih kesulitan yang pernah saya alami dan memang bikin males pake teknologi kalo udah rumit kaya gitu"

(Interview with N.N on 22 September 2020)

M.M.I: *"…. misal dalam kasus dimana dosen memggunakan aplikasi "moodle" yg terbilang baru bagi saya dan kebanyakan siswa di kelas saya untuk presensi, share materi dan pengumpulan tugas, aplikasi moodle tersebut relatif rumit seperti proses join kelas online yang tahapnya banyak, kadang ketika presensi harus memasukkan password, serta proses loading yg lama dan error yang sering dijumpai. Disisi lain, ada banyak pilihan aplikasi lain yg lebih mudah penggunaanya seperti google classroom dan edmodo, tetapi ketika dosen kekeh menggunakan moodle tsb, mahasiswa mau tidak mau juga harus menmbiasakan diri menggunakan aplikasi tersebut"*

(Interview with M.M.I on 23 September 2020)

In this case, the complexity seems to have a vivid effect on the intention of using technology, because when English Language Education Students have to encounter new technology and they find it difficult to operate, what they say is that they sometimes feel reluctant and forced to use it because they have no choice.

4) Task Suitability

Task Suitability in using technology is that if someone feels that using technology can support the individual's job responsibilities, then he will be motivated to take advantage of technology. Based on the interview with some respondents most of them said that even at the first they did not know what the technology is but because it suist their needs as a student especially in English language education they have a tendency to use it over and over again.

N.N: *"Nah ini tuh aku tuh baru dapet pengalaman tentang menggunakan google docs. Awalnya itu aku nggak tahu apa itu google docs, terus dikasih tahu ternyata google docs itu bermanfaat banget misalnya kalau kelompokan kan biasanya kita ngerjainnya cuman dua anak yang lain cuman istilahnya numpang nama tapi dengan google docs itu tuh kita bisa mengerjakan dengan bersama-sama jadi ya nggak ngerjain itu tuh bisa kelihatan. Terus kita juga bisa sharing beberapa file juga tanpa*

harus bertatap muka itu tuh menurutku memudahkan banget buat ngerjain tugas kelompok selain itu kita juga bisa ngedit hasil karya dari teman kita kalau tidak sesuai dengan ekspektasi maka kita bisa ngedit bareng-bareng atau ngedit hasil teman tersebut. menurutku itu cocok banget sih buat mahasiswa.

(Interview with N.N on 22 September 2020)

M.M.I: *"Mesin pencarian seperti google dan berbagai aplikasi/website terjemahan adalah yg paling sering saya gunakan mengingat jurusan yg sedang saya dalami yaitu PBI tidak bisa lepas dari proses penerjemahan"*

(Interview with M.M.I on 23 September 2020)

R.R: *Bentuk teknologi yang sering saya pakai dan menurut saya paling mudah dan paling efisien itu adalah google classroom karena di situ pertama, kita bisa bisa membukanya tanpa menginstal aplikasi yang dapat mengurangi memori telepon terus ketika google classroom terkoneksi dengan e-mail maka ketika ada tugas langsung ada pemberitahuan jadi mahasiswa terutama saya sendiri tidak akan ketinggalan kalau ada tugas yang baru di upload.*

(Interview with R.R on 22 September 2020)

In this case, when students find a technology that turns out to be suitable and really helps them complete their homework quickly, easily, effectively and efficiently, they will continue to use this technology.

5) The long-run consequences

The long-run consequences are measured from what the resulting output has an impact on future benefits. The benefits can be mentioned as increased flexibility in a job change or increase the opportunity for a better job. Based on the interview, all respondents aware that getting the skill of using any kind of technology will benefit them in the future. So as a result they keep using technology and updated their skill.

M.M.I: *"Ya tentu, mengingat perkembangan zaman dimana peran teknologi sangat berpengaruh, semakin tahu dan ahli dalam menggunakan semua teknologi tentu akan berguna banyak bagi saya di kemudian hari baik mencapai prestasi jangka pendek atau ketika sudah bekerja jangka panjang"*

Another opinion

"Alasan yg kedua yaitu menyesuaikan perkembangan zaman dimana hampir

semua bidang tidak bisa lepas dari penggunaan teknologi"

(Interview with M.M.I on 23 September 2020)

R.R: *"Ya tentu teknologi yang dipelajari saat ini sangat bermanfaat bagi kita entah itu di lingkungan kerja atau di masyarakat hal tersebut sangat bermanfaat bagi kita"*

(Interview with R.R on 22 September 2020)

N.N: *"Tentu bermanfaat salah satunya kita pasti bisa mahir dalam menggunakan teknologi pembelajaran nah apalagi tantangan jaman ya ancaman itu untuk kita buat mahir untuk menggunakan segala bentuk teknologi apalagi kita yang berkecimpung di bidang pendidikan itu sangat bermanfaat sekali karena tidak mungkin kita melulu menggunakan cara tradisional yang sudah tidak sesuai dengan apa yang diterima oleh pelajar saat ini"*

(Interview with N.N on 22 September 2020)

M.W: *"Tentu saja karena soalnya kan sekarang apa-apa pakai teknologi jadi mempelajari teknologi itu menurut aku suatu keharusan kayak kewajiban gitu kalau jaman sekarang"*

(Interview with M.W on 22 September 2020)

The awareness of a rapidly changing world which increasingly leads to digitalization, makes students feel that the ability to use technology is needed and most importantly will be useful for them in the future.

6) Facilitating Condition

Facilitating conditions make the student think that they get organizational support to use the technology they will feel that their particular behavior is easier to commit. So, as a result, they will not hesitate to use technology often, moreover if they find it really useful for helping their needs. Based on the interview with R.R that she said she becomes familiar with technology because of the intensity of her in using technology provided by campus.

R.R: *Pertama memang tuntutan ya mbak, ditunjang juga sama fasilitas teknologi yang disediakan dari kampus terutama pada saat pembelajaran jarak jauh kampus memberikan modul e-learning itu sih yang membuat saya pake dan terbiasa menggunakan teknologi jadi nggak kagok lagi.*

(Interview with R.R on 22 September 2020)

The intention of using technology for student increases when the facilities are provided. In this case the pandemic period which

requires students to learn from home gives them the opportunity to take advantage of the technology provided by the campus.

B. Discussion

In this section, the researcher discussed the research findings found from the result of questionnaire and interview. The research finding is about the English Language Education Students' readiness for the application of technology and factors influenced English Language Education Students' to the application of technology.

1. English Language Education Students' readiness for the application of technology

Based on the research findings of this thesis, the researcher found that the readiness of English Language Education Students to applying technology in their learning activities is in the medium level with a score of 3.16 according to the Technology Readiness Index calculation by Parasuraman (2000). Based on Parasurman (2000) there are 4 elements that influenced student's readiness in applying technology they were Optimism, innovativeness, discomfort, and Insecurity.

Optimism is a positive view of technology. Always believe that technology, can increase control, flexibility, and efficiency in daily life and work life. The score of optimism from the questionnaire of TRI is

0.87 this score is the highest score among others. The contribution of the total value of optimism shows that the student of English Language Education has a positive view of the utilization of technology for their learning activities. They believe that with the technology they can take control of their businesses so that their work will be easier and efficiently done.

Discomfort is a sense of distress in the use of technology in daily life or work life and the tendency is still to use traditional methods rather than the latest technology. The value of discomfort is relatively high with a score of 0.8 it is proven that after all English Language Education Students do not have a sense of discomfort while utilizing technology to support their learning activities. They did not feel any tension when they happened to do online classes or any examination online even using the educational platforms for their tasks or homework. Most importantly they are willingly chosen to utilize a technology over than todo their work manually.

Innovativeness is a need to be a pioneer in the use of the latest technology and be able to use technology that is constantly updated. Innovativeness with a score of 0.76 is the second-lowest score among others. This shows that even though English Language Education Students have a positive view of technology and less discomfort in using

technology they are still less innovativeness in using technology for their learning activities. The innovativeness here refers to a tendency to constantly use the latest technology in their work, be the source of what people need when they seek to help in the use of technology techniques. Most of them also said that sometimes it is hard for them to keep up their speed in understanding a complex technology. Even they are never at the level of giving up but the sense of getting tired of complicated use of technology makes them think twice to be more updated to the use of the latest technology.

Insecurity is a sense of uncertainty from users in using technology, one of them is for personal reasons or privacy. The value of insecurity provides the lowest portion of the total TRI score with a score of 0.73. This value shows that English Language Education Students relatively still have feelings of anxiety or insecurity while using technology in their activities. They worried to add any personal information to a computer system, they worried that the answer key will easily be leaked when they did a test online and they not really sure that the computer will get valid data without them getting a crosscheck.

2. Factors influenced English Language Education Students' to the application of technology.

The factors that influence people to utilize Technology are varied according to Thompson (1991) and Venkatesh et al (2003), from Social factors, Affect towards technology, the complexity that has the same meaning as Effort expectancy, task suitability, The long-run consequences has the same meaning as the Performance expectancy, and facilitating condition. In this study the researcher tries to found what factors dominating their intention to use technology and here is the summary of it:

First, Social factors define as somebody's influence above something and accepted by the others in this case of English Language Education Students are influence by their social in applying technology. The influence can come from their lecturers, seniors, or friend. Based on the interview with 4 English Language Education Students all of them said that they use technology because of the demands of their lecturers. For instance, when their lecturers require them to use certain technology to support the learning process, it causes the students to use it whether they want it or not.

Second, Affection is a feeling of whether they not or pleasant about using technology in their activities. Based on the interview with a respondent most of them are getting to use technology when they did not even ask by someone to use it. They also said that the reason why they use technology

is that technology is very helpful for them in their learning activities. This sense of comfort and being helped is what is called affection.

Third, Complexity has the same meaning as effort expectancy is the level of innovation that perceived as it is relatively difficult to understand and use. The more complex the innovation is, the lower the level of acceptance will be. In this case and from the result of the interview the student does agree that sometimes they often feel tired of using a complex technology even they say that they often needed sometimes to understand how the technology works before they finally figure it out. So it is true that the complicated technology makes them reluctant to use technology but they never feel to give up on using technology.

Fourth, Task Suitability in using technology is that if someone feels that using technology can support the individual's job responsibilities, then he will be motivated to take advantage of technology. Based on the interview all of them said that even at the first they did not know what the technology is but because it suits their needs as a student especially in English language education they have a tendency to use it over and over again. In this case, when students find a technology that turns out to be suitable and really helps them complete their homework quickly, easily, effectively, and efficiently, and they continue to use technology.

Fifth, The long-run consequences or performance expectancy are measured from what the resulting output has an impact on future benefits. The benefits can be mentioned as increased flexibility in a job change or increase the opportunity for a better job. Based on the interview, all respondents aware that getting the skill of using any kind of technology will benefit them in the future. As regards that they thought this era is now moving forward to digitalization. And as a student, they positioned themselves to be the most responsible for their future job, so as a result they keep using technology and updated their skill.

Sixth, Facilitating conditions make students think that they get organizational support to use the technology they will feel that their particular behavior is easier to commit. So, as a result, they will not hesitate to use technology often, moreover if they find it really useful for helping their needs. Based on the interview with R.R that she said she becomes familiar with technology because of the intensity of her too in using technology provided by the campus. The intention of using technology for students increases when the facilities are provided. In this case, the pandemic period which requires students to learn from home gives them the opportunity to take advantage of the technology provided by the campus.

The readiness of a student in using technology matters especially to fulfill the requirements of today's era of Industrial Revolution 4.0. The new literacy towards digitalization forced students to adapt quickly to the changes. The skills of the 21st century also counted to be considered by them as their response to their future self in order to compete in the real world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the result of this research, it can be concuded as followed:

1. The research was conducted by giving questionnaires for students to collect data. The questionnaire consisted of statements on the student's readiness for technology. The questionnaire was adapted from Parasuraman (2000). After analyzing the data, it is showed the readiness of the English Language Education Students in adopting anew technology is in the level of medium with a score of 3.16 according to the TRI calculations model. Based on the result in chapter four, based on the factors underlying student readiness index was a score of Optimism which is the highest with 0.87 which means that the student does have a positive mindset on the use of technology for their learning activities. A score of Discomfort with a score of 0.8 it means that They did not feel any tension when they happened to do task using any kind of technology. A score of Innovativeness which shows the second-lowest score with 0.76 shows that English Language Education Students relatively have a feeling of anxiety or insecurity while using technology in their activities. A score of Insecurity which the lowest

less discomfort they are still less innovativeness in using a technology for their learning activities.

2. The researcher also finds that the factors of a student in utilizing technology were; Social factors, Affection, complexity or effort expectancy, task suitability, the long-run consequences or performance expectancy, facilitating condition and utilizing of technology.
3. As the result of quantitative phase shows that the fifth semester of English Language Education Students has a medium level of a total technology readiness index. Two indicators contributed the lowest score are Innovativeness and Insecurity.

The lack of innovativeness by a student in using technology can further be analyzed from the interview of the social factors that influenced them in using technology. Most of them said it is only as demand from their lecturer who requires them to use a particular technology to support their learning activities. From this answer, we can conclude that the students were less interested in using technology on their own initiative. This is shows why the indicator of innovativeness in using technology has a relatively low score.

The lack of discomfort also can be found in their interview from a factor of complexity in using technology they said that the more complex the technology is the more they hesitate to use it.

From the Interview, all students realize the long-run consequences of the use of technology are and will impact their future self. They do settle that this era of Industrial revolution 4.0 brought them to the world of digitalization. In consequence, they have to equip themselves with capable skills so that they are not left behind and will survive amid the changing times.

B. Suggestion

From the findings that presented in chapter four, there are some suggestions that can be taken as a consideration teaching and learning process especially in learning a foreign language (English), as follows:

1. For English language education's lecturers, they should plan classes carefully and analyze their behavior during the lesson especially if they are using media of technology to support their teaching and learning activities. The lecturers have to make sure that the student knows how to operate the media before applying it in their classroom.
2. For Students In learning English, the students are expected to grow the technology awareness in order to know deeply will all benefit in life in the future. They expected to be more innovative in using technology to help them improve their skills and less discomfort to do the task online.

3. For other researchers who are interested in conducting a similar study, this research can be used as a reference for them to support their study. The researcher hopes the next researcher can do research better and can follow up on this research.

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APPENDICES

Appendecis 1 Blueprint Questionnaire

Variable	Definition	Indicator
Optimism (OPT)	Positive views on technology are needed. Always believe that with technology, it can increase control, flexibility and efficiency in daily life and in the workplace.	1, 37, 3, 39, 5, 41, 7, 43, 9, 45, 11, 47, 13, 49, 15, 51, 17, 53, 19, 55
Innova-tiveness (INN)	There needs to be a tendency, nature and habits to be a pioneer in the use of the latest technology and can use technology that is constantly updated.	21, 57, 23,59, 25, 61, 27,63, 29,65, 31, 67, 33,69

Discom-fort (DIS)	There is a sense of discomfort in the use of technology in the daily life or workplace. The tendency is still to use a conventional method.	2, 38, 4, 40, 4, 42, 8, 44, 10, 46, 12, 48, 14, 50, 16, 52, 36, 72, 35, 71
Insecurity (INS)	There is a sense of insecurity from users in using technology one of them is for personal reason or privacy.	18, 54, 20, 56, 22, 58, 24, 60, 26, 62, 28, 64, 30, 66, 32, 68, 34, 70,

Appendecis 2 Questionnaire Validity

		Item Total
Item_01	Pearson Correlation	0.216
	Sig. (2-tailed)	0.110
	N	56
Item_02	Pearson Correlation	.289*
	Sig. (2-tailed)	0.031
	N	56
Item_03	Pearson Correlation	.478**
	Sig. (2-tailed)	0.000
	N	56
Item_04	Pearson Correlation	.409**
	Sig. (2-tailed)	0.002
	N	56
Item_05	Pearson Correlation	0.184
	Sig. (2-tailed)	0.174
	N	56
Item_06	Pearson Correlation	.270*
	Sig. (2-tailed)	0.044
	N	56
Item_07	Pearson Correlation	.537**
	Sig. (2-tailed)	0.000
	N	56
Item_08	Pearson Correlation	-0.064
	Sig. (2-tailed)	0.639
	N	56
Item_09	Pearson Correlation	.421**
	Sig. (2-tailed)	0.001
	N	56
Item_10	Pearson Correlation	-0.238
	Sig. (2-tailed)	0.078
	N	56
Item_11	Pearson Correlation	.286*
	Sig. (2-tailed)	0.033
	N	56
Item_12	Pearson Correlation	.267*
	Sig. (2-tailed)	0.046
	N	56
Item_13	Pearson Correlation	.399**
	Sig. (2-tailed)	0.002
	N	56
Item_14	Pearson Correlation	-0.031
	Sig. (2-tailed)	0.821
	N	56

Item_15	Pearson Correlation	.437**
	Sig. (2-tailed)	0.001
	N	56
Item_16	Pearson Correlation	.325*
	Sig. (2-tailed)	0.014
	N	56
Item_17	Pearson Correlation	0.119
	Sig. (2-tailed)	0.384
	N	56
Item_18	Pearson Correlation	.545**
	Sig. (2-tailed)	0.000
	N	56
Item_19	Pearson Correlation	0.180
	Sig. (2-tailed)	0.184
	N	56
Item_20	Pearson Correlation	.291*
	Sig. (2-tailed)	0.030
	N	56
Item_21	Pearson Correlation	0.197
	Sig. (2-tailed)	0.145
	N	56

Item_22	Pearson Correlation	.464**
	Sig. (2-tailed)	0.000
	N	56
Item_23	Pearson Correlation	0.236
	Sig. (2-tailed)	0.080
	N	56
Item_24	Pearson Correlation	.442**
	Sig. (2-tailed)	0.001
	N	56
Item_25	Pearson Correlation	.466**
	Sig. (2-tailed)	0.000
	N	56
Item_26	Pearson Correlation	-.292*
	Sig. (2-tailed)	0.029
	N	56
Item_27	Pearson Correlation	.411**
	Sig. (2-tailed)	0.002
	N	56
Item_28	Pearson Correlation	0.151
	Sig. (2-tailed)	0.266
	N	56

Item_29	Pearson Correlation	.529**
	Sig. (2-tailed)	0.000
	N	56
Item_30	Pearson Correlation	0.079
	Sig. (2-tailed)	0.563
	N	56
Item_31	Pearson Correlation	.471**
	Sig. (2-tailed)	0.000
	N	56
Item_32	Pearson Correlation	0.208
	Sig. (2-tailed)	0.125
	N	56
Item_33	Pearson Correlation	.361**
	Sig. (2-tailed)	0.006
	N	56
Item_34	Pearson Correlation	.504**
	Sig. (2-tailed)	0.000
	N	56
Item_35	Pearson Correlation	.312*
	Sig. (2-tailed)	0.019
	N	56

Item_36	Pearson Correlation	0.217
	Sig. (2-tailed)	0.109
	N	56
Item_37	Pearson Correlation	.526**
	Sig. (2-tailed)	0.000
	N	56
Item_38	Pearson Correlation	0.254
	Sig. (2-tailed)	0.059
	N	56
Item_39	Pearson Correlation	.479**
	Sig. (2-tailed)	0.000
	N	56
Item_40	Pearson Correlation	.366**
	Sig. (2-tailed)	0.005
	N	56
Item_41	Pearson Correlation	.392**
	Sig. (2-tailed)	0.003
	N	56
Item_42	Pearson Correlation	.319*
	Sig. (2-tailed)	0.017
	N	56

Item_43	Pearson Correlation	.341*
	Sig. (2-tailed)	0.010
	N	56
Item_44	Pearson Correlation	.273*
	Sig. (2-tailed)	0.042
	N	56
Item_45	Pearson Correlation	.520**
	Sig. (2-tailed)	0.000
	N	56
Item_46	Pearson Correlation	0.025
	Sig. (2-tailed)	0.856
	N	56
Item_47	Pearson Correlation	.302*
	Sig. (2-tailed)	0.024
	N	56
Item_48	Pearson Correlation	-0.058
	Sig. (2-tailed)	0.672
	N	56
Item_49	Pearson Correlation	.332*
	Sig. (2-tailed)	0.012
	N	56

Item_50	Pearson Correlation	-0.098
	Sig. (2-tailed)	0.470
	N	56
Item_51	Pearson Correlation	0.142
	Sig. (2-tailed)	0.298
	N	56
Item_52	Pearson Correlation	0.256
	Sig. (2-tailed)	0.057
	N	56
Item_53	Pearson Correlation	.370**
	Sig. (2-tailed)	0.005
	N	56
Item_54	Pearson Correlation	.287*
	Sig. (2-tailed)	0.032
	N	56
Item_55	Pearson Correlation	0.081
	Sig. (2-tailed)	0.552
	N	56
Item_56	Pearson Correlation	0.162
	Sig. (2-tailed)	0.232
	N	56

Item_57	Pearson Correlation	.372**
	Sig. (2-tailed)	0.005
	N	56
Item_58	Pearson Correlation	.478**
	Sig. (2-tailed)	0.000
	N	56
Item_59	Pearson Correlation	.298*
	Sig. (2-tailed)	0.025
	N	56
Item_60	Pearson Correlation	0.185
	Sig. (2-tailed)	0.172
	N	56
Item_61	Pearson Correlation	.537**
	Sig. (2-tailed)	0.000
	N	56
Item_62	Pearson Correlation	0.004
	Sig. (2-tailed)	0.975
	N	56
Item_63	Pearson Correlation	.370**
	Sig. (2-tailed)	0.005
	N	56

Item_64	Pearson Correlation	-.316*
	Sig. (2-tailed)	0.018
	N	56
Item_65	Pearson Correlation	.495**
	Sig. (2-tailed)	0.000
	N	56
Item_66	Pearson Correlation	-0.158
	Sig. (2-tailed)	0.243
	N	56
Item_67	Pearson Correlation	.610**
	Sig. (2-tailed)	0.000
	N	56
Item_68	Pearson Correlation	0.130
	Sig. (2-tailed)	0.339
	N	56
Item_69	Pearson Correlation	0.165
	Sig. (2-tailed)	0.225
	N	56
Item_70	Pearson Correlation	0.162
	Sig. (2-tailed)	0.231
	N	56

Item_71	Pearson Correlation	.431**
	Sig. (2-tailed)	0.001
	N	56
Item_72	Pearson Correlation	0.111
	Sig. (2-tailed)	0.416
	N	56
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	56

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendecis 3. Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.814	72

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_01	210.34	224.192	.168	.812
Item_02	211.77	222.145	.240	.811
Item_03	211.41	217.956	.437	.807
Item_04	211.89	220.897	.372	.809
Item_05	211.23	223.236	.105	.816
Item_06	211.04	222.326	.216	.812
Item_07	211.25	216.591	.499	.806
Item_08	211.52	231.236	-.125	.820
Item_09	211.09	220.265	.382	.808
Item_10	212.66	234.883	-.286	.822
Item_11	210.75	222.445	.238	.811
Item_12	212.70	222.070	.211	.812
Item_13	210.89	219.988	.356	.809
Item_14	212.36	229.725	-.078	.817
Item_15	210.77	219.672	.398	.808
Item_16	211.93	220.358	.270	.810
Item_17	210.23	226.509	.072	.814
Item_18	212.20	216.997	.509	.806
Item_19	211.23	225.200	.135	.813
Item_20	211.93	221.049	.231	.811
Item_21	211.36	224.997	.154	.813
Item_22	211.84	218.719	.424	.807
Item_23	211.41	223.010	.180	.812
Item_24	212.23	216.363	.388	.807

Item_25	210.96	218.544	.426	.807
Item_26	211.71	234.717	-.331	.821
Item_27	211.18	219.931	.370	.808
Item_28	212.46	225.744	.104	.814
Item_29	211.11	215.625	.486	.805
Item_30	213.07	227.340	.032	.815
Item_31	211.13	217.675	.428	.807
Item_32	212.95	223.979	.154	.813
Item_33	211.61	220.352	.313	.809
Item_34	211.88	215.566	.458	.806
Item_35	211.36	221.870	.265	.810
Item_36	211.73	224.236	.169	.812
Item_37	210.86	217.979	.491	.806
Item_38	211.82	223.604	.210	.812
Item_39	211.00	216.727	.433	.806
Item_40	211.64	220.452	.320	.809
Item_41	211.25	220.736	.352	.809
Item_42	211.30	221.233	.268	.810
Item_43	211.38	221.693	.298	.810
Item_44	211.70	222.615	.224	.811
Item_45	210.88	218.002	.485	.806
Item_46	211.98	228.454	-.016	.815
Item_47	210.66	222.446	.258	.811
Item_48	212.32	231.022	-.119	.820
Item_49	210.75	221.173	.284	.810
Item_50	212.80	231.324	-.147	.819
Item_51	210.88	225.820	.091	.814
Item_52	212.11	222.788	.204	.812
Item_53	210.57	220.831	.327	.809
Item_54	212.13	221.711	.233	.811
Item_55	211.43	227.377	.039	.815
Item_56	212.73	225.072	.107	.814
Item_57	211.16	220.792	.329	.809
Item_58	211.66	218.265	.439	.807
Item_59	211.43	222.213	.251	.811

Item_60	212.75	224.373	.128	.814
Item_61	211.16	217.119	.501	.806
Item_62	212.36	228.925	-.042	.816
Item_63	211.11	221.588	.331	.810
Item_64	212.50	235.491	-.356	.822
Item_65	211.29	217.990	.457	.807
Item_66	213.00	233.018	-.209	.820
Item_67	211.13	214.657	.576	.804
Item_68	212.84	225.956	.076	.815
Item_69	211.68	225.095	.111	.814
Item_70	212.57	224.649	.098	.815
Item_71	211.43	218.613	.386	.808
Item_72	211.71	226.317	.051	.816

Appendecis 4. Result of a questionnaire

KUISIONER PENELITIAN TECHNOLOGY READINESS INDEX PARASURAMAN (2000)

Keterangan pilihan jawaban:

SS: Sangat Setuju

S: Setuju

N: Netral

TS: Tidak Setuju

STS: Sangat Tidak Setuju

Kuisioner ini berpedoman pada teori Technology Readiness Index (TRI) oleh Parasuraman (2000), yaitu kecenderungan seseorang untuk menggunakan dan memanfaatkan teknologi baru dalam mencapai tujuan dalam kehidupan sehari-hari, maupun dalam pekerjaan. Empat komponen penting yang dapat mempengaruhi tingkat kesiapan pengguna teknologi, optimisme, inovatif ketidaknyamanan dan ketidakamanan. Keempat faktor tersebut tertuang dalam kuisioner dibawah ini yang tersebar dalam 42 butir pernyataan kuisioner.

A. Angket ini bertujuan untuk membantu penelitian
B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan
C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara
D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data
E. Terimakasih atas bantuannya dalam memberikan jawaban

Nama : Yoga Rohmana
Kelas:PBI 5 f

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
1.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*	√				
2.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*				√	
3.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*		√			
4.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*				√	
5.	*Saya selalu up to date tentang informasi mengani teknologi*			√		
6.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*				√	
7.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*				√	
8.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*				√	
9.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*			√		
10.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*		√			

11.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*		√			
12.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*		√			
13.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*		√			
14.	*Menurut saya teknologi selalu bermasalah disaat kita sangat membutuhkannya*				√	
15.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*	√				
16.	*Saya yakin jika komputer akan menyajikan data yang valid*				√	
17.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*				√	
18.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*		√			
19.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*		√			
20.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*					√
21.	*Saya merasa tidak nyaman jika harus belajar secara online*					√
22.	*Saya selalu mengikuti perkembangan teknologi*		√			
23.	*Saya mampu menguasai teknologi secara otodidak*			√		
24.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*				√	

25.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*				√	
26.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*				√	
27.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*			√		
28.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*		√			
29.	*Menurut saya teknologi justru dapat memperumit pekerjaan*			√		
30.	*Saya mudah beradaptasi dengan teknologi baru*		√			
31.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*				√	
32.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manual*					√
33.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*		√			
34.	*Saya selalu memperbaharui teknologi yang saya gunakan*		√			
35.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*		√			
36.	*Teknologi membuat pekerjaan saya lebih cepat selesai*	√				
37.	*Teknologi dapat membantu meningkatkan literasi digital*		√			
38.	*Saya merasa tidak aman jika harus melakukan*	√				

	verifikasi dengan data pribadi					
39.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*		√			
40.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*				√	
41.	*Saya menyukai teknologi pembelajaran yang canggih*			√		
42.	*Teknologi justru dapat menghambat pekerjaan*				√	

KUISIONER PENELITIAN TECHNOLOGY READINESS INDEX PARASURAMAN (2000)

Keterangan pilihan jawaban:

SS: Sangat Setuju

S: Setuju

N: Netral

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STS: Sangat Tidak Setuju

Kuisioner ini berpedoman pada teori Technology Readiness Index (TRI) oleh Parasuraman (2000), yaitu kecenderungan seseorang untuk menggunakan dan memanfaatkan teknologi baru dalam mencapai tujuan dalam kehidupan sehari-hari, maupun dalam pekerjaan. Empat komponen penting yang dapat mempengaruhi tingkat kesiapan pengguna teknologi, optimisme, inovatif ketidaknyamanan dan ketidakamanan. Keempat faktor tersebut tertuang dalam kuisioner dibawah ini yang tersebar dalam 42 butir pernyataan kuisioner.

A. Angket ini bertujuan untuk membantu penelitian

B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan

C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara

D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data

E. Terimakasih atas bantuannya dalam memberikan jawaban

Nama : Mila Putri Arini Septiana
Kelas:PBI 5 B

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
1.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*		√			
2.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*				√	
3.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*		√			
4.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*				√	
5.	*Saya selalu up to date tentang informasi mengani teknologi*			√		
6.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*				√	
7.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*				√	
8.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*				√	
9.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*		√			
10.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*		√			

11.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*		√			
12.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*			√		
13.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*		√			
14.	*Menurut saya teknologi selalu bermasalah disaat kita sangat membutuhkannya*				√	
15.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*		√			
16.	*Saya yakin jika komputer akan menyajikan data yang valid*			√		
17.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*				√	
18.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*				√	
19.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*				√	
20.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*			√		
21.	*Saya merasa tidak nyaman jika harus belajar secara online*				√	
22.	*Saya selalu mengikuti perkembangan teknologi*			√		
23.	*Saya mampu menguasai teknologi secara otodidak*			√		
24.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*		√			

25.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*			√		
26.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*			√		
27.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*		√			
28.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*			√		
29.	*Menurut saya teknologi justru dapat memperumit pekerjaan*				√	
30.	*Saya mudah beradaptasi dengan teknologi baru*			√		
31.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*			√		
32.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manual*			√		
33.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*				√	
34.	*Saya selalu memperbaharui teknologi yang saya gunakan*			√		
35.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*		√			
36.	*Teknologi membuat pekerjaan saya lebih cepat selesai*		√			
37.	*Teknologi dapat membantu meningkatkan literasi digital*		√			
38.	*Saya merasa tidak aman jika harus melakukan*			√		

	verifikasi dengan data pribadi					
39.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*		√			
40.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*			√		
41.	*Saya menyukai teknologi pembelajaran yang canggih*		√			
42.	*Teknologi justru dapat menghambat pekerjaan*				√	

KUISIONER PENELITIAN TECHNOLOGY READINESS INDEX PARASURAMAN (2000)

Keterangan pilihan jawaban:

SS: Sangat Setuju

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A. Angket ini bertujuan untuk membantu penelitian

B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan

C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara

D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data

E. Terimakasih atas bantuannya dalam memberikan jawaban

Nama : Lutfika Akana
Kelas:PBI 5 A

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
1.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*	√				
2.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*					√
3.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*		√			
4.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*			√		
5.	*Saya selalu up to date tentang informasi mengani teknologi*		√			
6.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*		√			
7.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*			√		
8.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*				√	
9.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*		√			
10.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*	√				

11.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*					√
12.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*	√				
13.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*	√				
14.	*Menurut saya teknologi selalu bermasalah disaat kita sangat membutuhkannya*		√			
15.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*	√				
16.	*Saya yakin jika komputer akan menyajikan data yang valid*	√				
17.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*			√		
18.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*		√			
19.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*			√		
20.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*		√			
21.	*Saya merasa tidak nyaman jika harus belajar secara online*		√			
22.	*Saya selalu mengikuti perkembangan teknologi*	√				
23.	*Saya mampu menguasai teknologi secara otodidak*	√				
24.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*		√			

25.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*			√		
26.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*			√		
27.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*		√			
28.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*		√			
29.	*Menurut saya teknologi justru dapat memperumit pekerjaan*			√		
30.	*Saya mudah beradaptasi dengan teknologi baru*		√			
31.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*				√	
32.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manual*	√				
33.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*					√
34.	*Saya selalu memperbaharui teknologi yang saya gunakan*			√		
35.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*		√			
36.	*Teknologi membuat pekerjaan saya lebih cepat selesai*	√				
37.	*Teknologi dapat membantu meningkatkan literasi digital*		√			
38.	*Saya merasa tidak aman jika harus melakukan*	√				

	verifikasi dengan data pribadi					
39.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*		√			
40.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*		√			
41.	*Saya menyukai teknologi pembelajaran yang canggih*		√			
42.	*Teknologi justru dapat menghambat pekerjaan*					√

KUISIONER PENELITIAN TECHNOLOGY READINESS INDEX PARASURAMAN (2000)

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A. Angket ini bertujuan untuk membantu penelitian

B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan

C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara

D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data

E. Terimakasih atas bantuannya dalam memberikan jawaban.

Nama : Muhammad Syahfril B
Kelas:PBI 5 H

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
1.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*			√		
2.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*	√				
3.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*			√		
4.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*		√			
5.	*Saya selalu up to date tentang informasi mengani teknologi*		√			
6.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*			√		
7.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*			√		
8.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*			√		
9.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*	√				
10.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*	√				

11.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*				√	
12.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*			√		
13.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*			√		
14.	*Menurut saya teknologi selalu bermasalah disaat kita sangat membutuhkannya*		√			
15.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*			√		
16.	*Saya yakin jika komputer akan menyajikan data yang valid*			√		
17.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*		√			
18.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*		√			
19.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*		√			
20.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*		√			
21.	*Saya merasa tidak nyaman jika harus belajar secara online*	√				
22.	*Saya selalu mengikuti perkembangan teknologi*		√			
23.	*Saya mampu menguasai teknologi secara otodidak*					
24.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*			√		

25.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*			√		
26.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*			√		
27.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*			√		
28.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*			√		
29.	*Menurut saya teknologi justru dapat memperumit pekerjaan*		√			
30.	*Saya mudah beradaptasi dengan teknologi baru*			√		
31.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*			√		
32.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manua1*		√			
33.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*			√		
34.	*Saya selalu memperbaharui teknologi yang saya gunakan*			√		
35.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*			√		
36.	*Teknologi membuat pekerjaan saya lebih cepat selesai*			√		
37.	*Teknologi dapat membantu meningkatkan literasi digital*		√			
38.	*Saya merasa tidak aman jika harus melakukan*			√		

	verifikasi dengan data pribadi					
39.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*	√				
40.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*	√				
41.	*Saya menyukai teknologi pembelajaran yang canggih*			√		
42.	*Teknologi justru dapat menghambat pekerjaan*			√		

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A. Angket ini bertujuan untuk membantu penelitian

B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan

C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara

D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data

E. Terimakasih atas bantuannya dalam memberikan jawaban.

Nama : Lina Oktavia
Kelas:PBI 5 H

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
1.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*	√				
2.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*				√	
3.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*		√			
4.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*				√	
5.	*Saya selalu up to date tentang informasi mengani teknologi*			√		
6.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*					√
7.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*			√		
8.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*				√	
9.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*		√			
10.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*		√			

11.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*		√			
12.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*		√			
13.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*				√	
14.	*Menurut saya teknologi selalu bermasalah disaat kita sangat membutuhkannya*	√				
15.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*			√		
16.	*Saya yakin jika komputer akan menyajikan data yang valid*			√		
17.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*			√		
18.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*				√	
19.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*				√	
20.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*			√		
21.	*Saya merasa tidak nyaman jika harus belajar secara online*		√			
22.	*Saya selalu mengikuti perkembangan teknologi*			√		
23.	*Saya mampu menguasai teknologi secara otodidak*		√			
24.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*			√		

25.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*			√		
26.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*			√		
27.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*				√	
28.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*					√
29.	*Menurut saya teknologi justru dapat memperumit pekerjaan*			√		
30.	*Saya mudah beradaptasi dengan teknologi baru*				√	
31.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*			√		
32.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manual*				√	
33.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*			√		
34.	*Saya selalu memperbaharui teknologi yang saya gunakan*		√			
35.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*		√			
36.	*Teknologi membuat pekerjaan saya lebih cepat selesai*	√				
37.	*Teknologi dapat membantu meningkatkan literasi digital*				√	
38.	*Saya merasa tidak aman jika harus melakukan*			√		

	verifikasi dengan data pribadi					
39.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*		√			
40.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*		√			
41.	*Saya menyukai teknologi pembelajaran yang canggih*		√			
42.	*Teknologi justru dapat menghambat pekerjaan*					√

Appendecis 5. Tabulation of the questionnaire data

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119	4	3	4	4	3	5	3	4	4	5	1	4	5	3	5	4	3	4	3	3	2	4	4	1	3	4	2	5	5	4	4	5	4	3	4	5	5	2	3	3	5	5
120	4	3	2	4	5	5	2	3	2	3	1	4	4	3	4	5	2	5	1	2	1	2	2	2	2	2	2	2	4	2	2	5	4	2	4	4	4	1	2	2	2	3
121	3	4	3	4	4	4	4	4	4	4	4	2	4	3	4	4	4	4	4	3	4	4	4	1	3	4	3	4	4	4	4	5	4	2	5	5	5	1	5	4	3	4
122	5	3	4	4	3	4	3	4	4	4	3	4	4	2	4	3	3	4	4	3	3	3	4	2	3	3	3	2	4	4	4	4	4	3	4	4	4	3	4	4	3	4
123	5	4	4	2	2	4	4	2	4	4	2	4	4	2	5	4	1	3	2	2	2	3	2	1	2	5	2	2	4	3	2	5	4	2	4	4	5	2	2	4	4	4
124	4	3	4	3	2	4	2	4	4	4	1	4	5	4	5	4	4	4	4	2	4	4	4	2	4	2	3	2	5	4	3	2	4	5	4	4	5	1	5	4	4	5
125	5	4	5	4	4	4	4	5	5	5	4	4	5	4	5	4	1	4	4	2	1	4	4	1	5	4	2	4	5	4	2	5	4	4	5	5	5	2	2	4	5	5
126	4	3	4	2	4	4	4	4	2	4	2	3	4	4	5	3	3	3	4	2	3	2	4	2	4	5	4	3	4	4	2	4	4	5	3	4	4	3	4	4	4	4
127	4	3	4	4	3	2	4	5	4	5	2	4	4	4	4	4	2	5	4	3	3	4	4	2	4	4	2	2	4	3	2	5	2	4	4	4	3	2	3	4	4	4
128	5	2	2	4	2	4	2	4	2	5	2	4	2	2	5	3	2	4	4	3	3	2	3	2	2	2	2	4	3	2	2	2	4	2	2	4	5	1	3	2	2	4
139	5	2	4	3	4	3	4	3	4	4	2	4	4	2	4	4	2	4	2	4	2	4	4	2	4	4	4	2	2	4	2	3	2	3	4	3	4	3	4	4	4	2
130	5	3	2	2	2	5	2	4	5	5	1	3	4	4	5	2	1	3	3	5	3	2	5	1	3	2	4	2	3	4	1	3	3	4	3	4	5	5	5	3	5	3
131	4	3	4	3	4	2	4	4	4	4	3	5	5	3	4	4	2	3	3	3	3	5	4	2	5	5	4	2	1	4	3	3	1	5	5	5	5	2	4	4	4	2
132	4	3	3	4	3	4	2	4	3	3	2	3	4	3	5	3	3	4	4	3	4	3	4	3	2	4	3	2	4	4	4	4	4	3	3	3	4	4	4	4	3	4
133	4	4	4	4	3	4	4	3	4	4	2	4	4	3	4	3	4	4	3	3	3	3	4	2	4	3	3	2	3	4	4	4	4	3	4	4	4	3	4	4	4	4
134	4	2	2	4	3	4	3	2	4	4	1	4	3	2	5	3	3	4	2	3	2	4	3	2	4	4	4	2	4	4	3	3	4	4	4	4	4	1	3	3	4	4
135	4	2	4	4	4	4	2	4	2	4	4	4	4	4	4	2	2	4	4	2	2	4	4	2	4	2	2	2	4	4	4	2	4	4	2	4	4	2	2	4	4	4
136	5	4	4	4	3	5	2	3	4	5	2	4	5	4	5	2	4	4	4	3	2	3	3	1	4	4	3	4	4	4	4	4	4	4	4	4	4	2	3	4	4	4
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138	4	1	3	2	3	4	4	4	3	3	2	5	4	4	5	3	4	4	3	3	4	3	4	1	5	3	3	3	5	5	5	3	3	4	3	4	4	3	4	4	5	5

Appendecis 6. Questionnaire

KUISIONER PENELITIANTECHNOLOGY READINESS INDEX PARASURAMAN (2000)

Keterangan pilihan jawaban:

SS: Sangat Setuju

S: Setuju

N: Netral

TS: Tidak Setuju

STS: Sangat Tidak Setuju

Kuisioner ini berpedoman pada teori Technology Readiness Index (TRI) oleh Parasuraman (2000), yaitu kecenderungan seseorang untuk menggunakan dan memanfaatkan teknologi baru dalam mencapai tujuan dalam kehidupan sehari-hari, maupun dalam pekerjaan. Empat komponen penting yang dapat mempengaruhi tingkat kesiapan pengguna teknologi, optimisme, inovatif ketidaknyamanan dan ketidakamanan. Keempat faktor tersebut tertuang dalam kuisioner dibawah ini yang tersebar dalam 44 butir pernyataan kuisioner.

A. Angket ini bertujuan untuk membantu penelitian

B. Peneliti memohon ketersedian nya untuk mengisi kuisioner dengan jujur dan sesungguhnya dengan apa yang saudara rasakan

C. Respon saudara dalam mengisi kuisioner ini tidak akan berpengaruh sama sekali dengan penilaian akademik saudara

D. Sesuai dengan kode etik penelitian, saya menjamin kerahasiaan semua data

E. Terimakasih atas bantuannya dalam memberikan jawaban

No.	*Statements*	*SS*	*S*	*N*	*TS*	*STS*
43.	*Teknologi membuat saya lebih mudah dalam mengontrol tugas yang saya kerjakan*					
44.	*Penjelesan teknik penggunaan teknologi oleh dosen sulit untuk saya mengerti*					
45.	*Saya merasa nyaman dalam menggunakan produk dan servis teknologi baru dalam aktifitas pembelajaran*					
46.	*Instruksi dalam menjalankan produk/servis TI sangat sulit untuk diterapkan*					
47.	*Saya selalu up to date tentang informasi mengani teknologi*					
48.	*Saya merasa tidak nyaman ketika harus dibimbing oleh orang yang lebih mahir menggunakan teknologi daripada saya*					
49.	*Saya suka menggunakan teknologi paling canggih dalam melakukan aktivitas pembelajaran*					
50.	*Saya tidak nyaman menggunakan teknologi karena teknologi rawan mengalami kerusakan*					
51.	*Saya suka menggunakan program komputer karena dapat disesuaikan dengan kebutuhan saya*					
52.	*Teknologi membuat saya lebih efisien dalam melakukan kegiatan pembelajaran*					
53.	*Penggunaan gadget yang terlalu sering dapat meningkatkan resiko kesehatan*					
54.	*Saya merasa teknologi-teknologi baru dapat memicu kreatifitas saya sebagai mahasiswa*					
55.	*Teknologi memberikan saya lebih banyak kebebasan dalam melakukan aktivitas pembelajaran*					
56.	*Menurut saya teknologi selalu bermasalah disaat kita*					

	sangat membutuhkannya					
57.	*Saya merasa teknologi dapat membantu saya memperluas wawasan*					
58.	*Saya yakin jika komputer akan menyajikan data yang valid*					
59.	*Saya merasa tidak aman ketika harus melakukan ujian secara online*					
60.	*Saya sering dimintai bantuan oleh orang lain terkait dengan penggunaan teknologi*					
61.	*Saya merasa tidak aman jika harus melakukan herregistrasi secara online*					
62.	*Saya merasa unggul dalam hal penggunaan teknologi dibandingkan dengan teman-teman saya*					
63.	*Saya merasa tidak nyaman jika harus belajar secara online*					
64.	*Saya selalu mengikuti perkembangan teknologi*					
65.	*Saya mampu menguasai teknologi secara otodidak*					
66.	*Saya selalu mengecek kembali hasil pekerjaan yang saya kerjakan di computer*					
67.	*Saya selalu menerapkan teknologi-teknologi baru untuk mendukung saya dalam aktivitas pembelajaran*					
68.	*Saya senang mengeksplorasi gadget-gadget berteknologi tinggi*					
69.	*Saya merasa mampu dan tidak menemui masalah dalam menerapkan teknolgi untuk pembelajaran*					
70.	*Saya tidak yakin informasi akan benar-benar tersampaikan jika saya mengirimkan hasil pekerjaan tugas saya secara online*					
71.	*Menurut saya teknologi justru dapat memperumit pekerjaan*					

72.	*Saya mudah beradaptasi dengan teknologi baru*					
73.	*Saya kurang memahami petunjuk dari buku panduan penggunaan TI*					
74.	*Saya lebih suka mengerjakan tugas dengan menggunakan computer dibandingkan manual*					
75.	*Saya tidak nyaman ketika harus diberi arahan oleh sesorang dalam penggunaan teknologi*					
76.	*Saya selalu memperbaharui teknologi yang saya gunakan*					
77.	*Saya sering menggunakan program komputer dalam mengerjakan tugas*					
78.	*Teknologi membuat pekerjaan saya lebih cepat selesai*					
79.	*Teknologi dapat membantu meningkatkan literasi digital*					
80.	*Saya merasa tidak aman jika harus melakukan verifikasi dengan data pribadi*					
81.	*Saya dapat memahami penggunaan teknologi dengan sendirinya*					
82.	*Saya menikmati kegiatan pembelajaran dengan menggunakan teknologi yang baru*					
83.	*Saya menyukai teknologi pembelajaran yang canggih*					
84.	*Teknologi justru dapat menghambat pekerjaan*					

Appendecis 7. Transcipt of Interview #1

Interview with M.M.I

Major/Class : English Language Education / 5 B

Via Whatsapp call on 23 September 2020

Due to a pandemic situation the Interview was all done via online.

1. *Pernahkah dosen mu menggunakan teknologi sebagai media untuk membantu proses pembelajaran? Apa bentuk teknologi tersebut?*

   M.M.I : Pernah bahkan sering sekali para dosen menggunakan bantuan teknologi dalam proses pembelajaran, terutama untuk tujuan sebagai media sharing materi dan pengumpulan tugas, aplikasi seperti google classroom dan edmodo adalah teknologi yangg paling sering digunakan.
2. *Seberapa sering kamu menggunakan teknologi untuk pembelajaran?*

   M.M.I : Lumayan sering, terlebih jurusan yang sekarang saya dalami (pbi) membutuhkan aplikasi seperti google atau google translate sebagai pengganti kamus manual
3. *Apa alasanmu menggunakan teknologi dalam aktivitas pembelajaran?*

   M.M.I : Sebagaimana tujuan diciptakannya teknologi, alasan terbesar menggunakan teknologi ialah dapat membantu dan mempercepat pekerjaan yg kita lakukan, termasuk belajar sebagai mahasiswa. Alasan yg kedua yaitu menyesuaikan perkembangan zaman dimana hampir semua bidang tidak bisa lepas dari penggunaan teknologi.
4. *Apakah kamu menemui kesulitan dalam menggunakan teknologi? Kesulitan apa saja kah itu?*

   M.M.I: Kesulitan terbesar terletak pada kuat lemahnya sinyal saat penggunaan teknologi, mengingat aplikasi yang digunakan pada proses pembelajaran seperti gc/edmodo semuanya bersifat online, juga kesulitan lain dimana jika perangkat (hp/laptop) tidak memadai tentu akan aplikasi didalamnya yg begitu banyak juga akan terganggu kinerjanya. Masalah teknis kaya gitu sih yang bikin susah menggunakan teknologi.

5. *Pernahkah kamu beR.Rsiatif mengggunakam teknologi tertentu dalam membantu mu belajar tanpa tuntutan dari dosen?*

   M.M.I: Tidak pernah, kalopun ada, mungkin google, bagi saya google bisa dianggap sebagai guru dan perpus yang bisa didatangi kapanpun dimanapun dan dapat membantu kita dalam mencari tau materi tambahan yg belum/tidak dijelaskan dosen

6. *Menurut pendapatmu apakah dengan mempelajari akan bermanfaat bagimu di kemudian hari?*

   M.M.I: Ya tentu, mengingat perkembangan zaman dimana peran teknologi sangat berpengaruh, semakin tahu dan ahli dalam menggunakan semua teknologi tentu akan berguna banyak bagi saya di kemudian hari baik mencapai prestas jangka pendek atau ketika sudah bekerja jangka panjang.

7. *Hal apa yang membuat mu memilih menggunakan teknologi?*

   M.M.I: Sebenernya lebih ke memanfaatkan aja sih apalagi kalau teknologi itu mempermudah kan kenapa enggak. Yang saya rasakan sejauh ini sih dengan memanfaatkan teknologi ya begitu sangat membantu karena membuat proses belajar siswa lebih cepat, efektif dan efisien misalnya materi dari guru bisa dishare dengan mudah via edmodo dan bisa dibaca berulang-ulang, mahasiswa bisa mencari info atau ilmu tambahan melalui mesin pencarian google, pengumpulan tugas tidak perlu lagi siswa harus pergi bertemu dengan dosen, namun bisa via online. Itu sih beberapa manfaatnya.

8. *Teknologi apa yang kamu rasa cocok dan membantumu sebagai mahasiswa?*

   M.M.I: Mesin pencarian seperti google dan berbagai aplikasi/website terjemahan adalah yg paling sering saya gunakan mengingat jurusan yg sedang saya dalami yaitu PBI tidak bisa lepas dari proses penerjemahan.

9. *Pernahkah kamu menggunakanakan teknologi tertentu karena tuntutan dari orang lain?*

   Pernah, misal dalam kasus dimana dosen memggunakan aplikasi "moodle" yg terbilang baru bagi saya dan kebanyakan siswa di kelas saya utk presensi, share materi dan pengumpulan tugas, aplikasi moodle tersebut relatif rumit seperti proses join kelas online yang tahapnya banyak, kadang ketika presensi harus memasukkan password, serta proses loading yg lama dan error yang sering dijumpai. Disisi lain, ada banyak pilihan aplikasi lain yg lebih mudah penggunaanya seperti google classroom dan edmodo, tetapi

ketika dosen kekeh menggunakan moodle tsb, mahasiswa mau tidak mau juga harus menmbiasakan diri menggunakan aplikasi tsb

Transcipt of Interview #2

Interview with R.R

Major/Class : English language Education / 5 B

Via Whatsapp call on 22 September 2020

Due to a pandemic situation the Interview was all done via online.

1. *Pernahkah dosen mu menggunakan teknologi sebagai media untuk membantu proses pembelajaran? Apa bentuk teknologi tersebut?*

   R.R: Betul dosen apa menggunakan teknologi dalam sebagai penunjang pembelajaran digunakan yaitu bentuk software aplikasi seperti Edmodo Google classroom yang digunakan sebagai menyimpan file dari dosen dan juga digunakan sebagai absensi.

2. *Seberapa sering kamu menggunakan teknologi untuk pembelajaran?*

   R.R: Saat sebelum pandemi datang teknologi hanya digunakan ketika mengumpulkan tugas terus Iya itu tadi, namun saat pandemi terjadi semua dipukul rata baik itu tugas presentasi absensi menggunakan teknologi software dan aplikasi tersebut di mana tentu hal tersebut sanga sangat sering sekali digunakan.

3. *Apa alasanmu menggunakan teknologi dalam aktivitas pembelajaran?*

   R.R: Pertama memang tuntutan ya mbak, ditunjang juga sama fasilitas teknologi yang disediakan dari kampus terutama pada saat pembelajaran jarak jauh kampus memberikan model e-learning itu sih yang membuat saya jadi lebih sering dan terbiasa menggunakan teknologi jadi nggak kagok lagi. Kedua, ya memanfaatkan teknologi yang ada aja.

4. *Apakah kamu menemui kesulitan dalam menggunakan teknologi? Kesulitan apa saja kah itu?*

   R.R: Ketika menggunakan teknologi pasti disitu terdapat kelemahan baik itu dari teknologinya tersebut maupun dari penggunaannya di mana kesulitan yang dialami

pertama, kita harus menyesuaikan teknologi tersebut dan beradaptasi dengan kita yang kedua, fitur-fitur yang kurang mendukung dari aplikasi yang telah digunakan soalnya hanya bisa meng-upload tugas atau berapa MB atau KB saja seperti itu. yang ketiga, masalah koneksi dimana hal tersebut membuat aplikasi menjadi loading saat digunakan.

5. *Pernahkah kamu beR.Rsiatif mengggunakam teknologi tertentu dalam membantu mu belajar tanpa tuntutan dari dosen?*
   R.R: Klau atas dasar inisiatif sendiri sih, kayanya belum ya mbak. Kebanyakan karena tuntutan dari kampus.
6. *Menurut pendapatmu apakah dengan mempelajari akan bermanfaat bagimu di kemudian hari?*

   R.R: Ya tentu teknologi yang dipelajari saat ini sangat bermanfaat bagi kita entah itu di lingkungan kerja atau di masyarakat hal tersebut sangat bermanfaat bagi kita.

7. *Hal apa yang membuat mu memilih menggunakan teknologi?*

   R.R: Karena penggunaan teknologi sangat membantu dalam menjalaninya pembelajaran dimana hal tersebut pertama itu mempermudah pekerjaan, menghemat waktu, tidak ribet harus mengumpulkan hard file atau bertemu dengan dosen jadi untuk waktu fleksibel untuk penghematan biaya juga masuk.

8. *Teknologi apa yang kamu rasa cocok dan membantumu sebagai mahasiswa?*
   R.R: Bentuk teknologi yang sering saya pakai dan menurut saya paling mudah dan paling efisien itu adalah google classroom karena di situ pertama, kita bisa bisa membukanya tanpa menginstal aplikasi yang dapat mengurangi memori telepon terus ketika google classroom terkoneksi dengan e-mail maka ketika ada tugas langsung ada pemberitahuan jadi mahasiswa terutama saya sendiri tidak akan ketinggalan kalau ada tugas yang baru di upload.
9. *Pernahkah kamu menggunakanakan teknologi tertentu karena tuntutan dari orang lain?*
   R.R: Iya sebagian besar teknologi atau aplikasi yang saya gunakan saat ini merupakan sebuah tuntutan jadi jikalau tidak kemungkinan tidak akan pernah beR.Rsiatif atau mungkin hanya sedikit sedikit inisiasi saya untuk menggunakan aplikasi jadi penggunaan aplikasi sekarang saat ini saat ini itu karena berawal dari sebuah tuntutan.

Transcipt of Interview #3

Interview with N.N

Major/Class : English Language Education / 5 F

Via Whatsapp call on 22 September 2020

Due to a pandemic situation the Interview was all done via online.

1. *Pernahkah dosen mu menggunakan teknologi sebagai media untuk membantu proses pembelajaran? Apa bentuk teknologi tersebut?*

   N.N: Pernah dan kerasa memang membantu sekali apalagi lagi masa pandemi kaya gini yang mengharuskan kita work from home kita jadi melakukan perkuliahan daring dengan aplikasi zoom jadi teknologi sering digunakan dan tentunya sangat berperan sekali buat saya sebagai seorang pelajar.

2. *Seberapa sering kamu menggunakan teknologi untuk pembelajaran?*

   N.N: Sering banget hampir tiap hari itu kita menggunakan teknologi untuk pembelajaran

3. *Apa alasanmu menggunakan teknologi dalam aktivitas pembelajaran?*

   N.N: Karena situasi yang memaksa kita dalam pembelajaran saat ini maka teknologi dimanfaatkan untuk media pembelajaran, terus karena kita dituntut untuk menguasai teknologi tersebut maka dapat meningkatkan kemampuan kita dalam menggunakan berbagai teknologi.

4. *Apakah kamu menemui kesulitan dalam menggunakan teknologi? Kesulitan apa saja kah itu?*

   N.N: Kalau kesulitan dalam menggunakan teknologi itu ada sih, waktu itu waktu pas di semester 4 karena kita baru pertama kali dan masih awam dengan yang namanya aplikasi zoom kita kesulitan untuk mengoperasikan nya seperti kita kesulitan untuk mendengarkan apa yang disampaikan oleh dosennya ternyata itu adalah kesalahan teknis di mana kita belum join audionya. Itu sih kesulitan yang pernah saya alami dan

memang bikin males pake teknologi kalo udah rumit kaya gitu. Oh iya itu yang e-learning juga karena kita pertama kali menggunakan nya karena masih awam jadi kagak untuk menggunakan jenis teknologi pembelajaran tersebut tapi semakin ke sini semakin terbiasa dan paham.

5. *Pernahkah kamu beR.Rsiatif mengggunakam teknologi tertentu dalam membantu mu belajar tanpa tuntutan dari dosen?*

   N.N: Nah ini tuh aku tuh baru dapet pengalaman tentang menggunakan google docs. Awalnya itu aku nggak tahu apa itu google docs, terus dikasih tahu ternyata google docs itu bermanfaat banget misalnya kalau kelompokan misalnya biasanya kita ngerjainnya cuman dua anak yang lain cuman istilahnya numpang nama tapi dengan google docs itu tuh kita bisa mengerjakan dengan bersama-sama jadi ya nggak ngerjain itu tuh bisa kelihatan. Terus kita juga bisa sharing beberapa file juga tanpa harus bertatap muka itu tuh menurutku memudahkan banget buat ngerjain tugas kelompok selain itu kita juga bisa ngedit hasil karya dari teman kita kalau tidak sesuai dengan ekspektasi maka kita bisa ngedit bareng-bareng atau ngedit hasil teman tersebut. menurutku itu cocok banget sih buat mahasiswa.

6. *Menurut pendapatmu apakah dengan mempelajari akan bermanfaat bagimu di kemudian hari?*

   N.N: Tentu bermanfaat salah satunya kita pasti bisa mahir dalam menggunakan teknologi pembelajaran nah apalagi tantangan jaman ya ancaman itu untuk kita buat mahir untuk menggunakan segala bentuk teknologi apalagi kita yang berkecimpung di bidang pendidikan itu sangat bermanfaat sekali karena tidak mungkin kita melulu menggunakan cara tradisional yang sudah tidak sesuai dengan apa yang diterima oleh pelajar saat ini.

7. *Hal apa yang membuat mu memilih menggunakan teknologi?*

   N.N: Karena sangat membantu sekali dari situ kan kita bisa belajar tanpa harus datang ke kampus walaupun menurut saya masih perlu kajian kajian yang mendalam agar mahasiswa itu tidak menemui kesulitan dalam memanfaatkan teknologi artinya biar lebih bisa maksimal lah.

8. *Teknologi apa yang kamu rasa cocok dan membantumu sebagai mahasiswa?*

N.N: Google docs itu adalah rekomendasi dari salah satu dosen UMS.

9. *Pernahkah kamu menggunakanakan teknologi tertentu karena tuntutan dari orang lain?*

   N.N: Ya itu dari apa yang telah saya jelaskan tadi kan sebagian besar tuntutan dari dosen atau dari kampus untuk menunjang pembelajaran menggunakan pembelajaran berbasis teknologi.

Transcipt of Interview #4

Interview with M.W

Major/Class : English Language Education / 5 B

Via Whatsapp call on 22 September 2020

Due to a pandemic situation the Interview was all done via online.

1. *Pernahkah dosen mu menggunakan teknologi sebagai media untuk membantu proses pembelajaran? Apa bentuk teknologi tersebut?*

   M.W: Dulu sebelum masa pandemi teknologi yang digunakan paling youtube whatsapp grup google classroom tapi setelah pandemi ini bervariasi ya contohnya kayak pake zoom google classroom telegram edmodo schoology sama modul yang terhubung dengan e-learning iain surakarta terus kalau misalnya teknologi yang digunakan untuk mencari biasanya kami menggunakan google google scholar sama youtube.

2. *Seberapa sering kamu menggunakan teknologi untuk pembelajaran?*
   M.W: Sering banget ya mbak kayaknya hampir tiap hari pakai
3. *Apa alasanmu menggunakan teknologi dalam aktivitas pembelajaran?*
   M.W: Alasannya ya, untuk mempermudah aja sih sebenernya mba, sama tuntutan dari dosen kan dosennya menuntut misalnya memakai aplikasi tertentu misalnya. Nah, itu kita juga harus nurut terus ya itu untuk mempermudah karena pada masa pandemi gini perkuliahan itu sangat sangat terbantu adanya teknologi.
4. *Apakah kamu menemui kesulitan dalam menggunakan teknologi? Kesulitan apa saja kah itu?*
   M.W: Sejauh ini kayaknya aku belum menemui kesulitan ya mbak.
5. *Pernahkah kamu beR.Rsiatif mengggunakam teknologi tertentu dalam membantu mu belajar tanpa tuntutan dari dosen?*
   M.W: Seingetku sih kebanyakan tuntutan mbak dari dosen atau rekomendasi dari temen kalau untuk coba-coba sendiri sih jarang banget kayanya.
6. *Menurut pendapatmu apakah dengan mempelajari akan bermanfaat bagimu di kemudian hari?*

M.W: Tentu saja karena soalnya kan sekarang apa-apa pakai teknologi jadi mempelajari teknologi itu menurut aku suatu keharusan kayak kewajiban gitu kalau jaman sekarang.

7. *Hal apa yang membuat mu memilih menggunakan teknologi?*

   M.W: Karena ngebantu banget ya mbak kalau dalam aktivitas pembelajaran jadi kita bisa komunikasi lewat teknologi bisa dapat informasi lewat teknologi bisa dapet wawasan yang luas dan sumber-sumber informasi yang banyak dari teknologi tersebut juga.

8. *Teknologi apa yang kamu rasa cocok dan membantumu sebagai mahasiswa?*

   M.W: Yang pasti itu yang paling sering saya gunakan adalah internet ya mbak terus google terus youtube terus google classroom whatsapp itu sangat membantu banget terus apalagi ya edmodo zoom kayaknya itu.

9. *Pernahkah kamu menggunakanakan teknologi tertentu karena tuntutan dari orang lain?*
   M.W: Ya pasti tuntutan dari dosennya sebagian besarnya.